

2024-2025 GRADUATE CATALOG



METROPOLITAN STATE UNIVERSITY OF DENVER

Metropolitan State University of Denver

Auraria Parkway at Speer Boulevard

www.msudenver.edu

Office of Graduate Studies
graduatestudies@msudenver.edu

Mailing Address

Metropolitan State University of Denver
P.O. Box 173362, Campus Box 44
Denver, CO 80217-3362

The graduate catalog describes the graduate programs offered by Metropolitan State University of Denver (MSU Denver) and the policies, procedures, and requirements that govern those programs. The 2024-2025 Metropolitan State University of Denver Graduate Catalog is considered the source for academic and programmatic requirements for students entering programs during the Fall 2024, Spring 2025, and Summer 2025 semesters. Prospective students are also encouraged to contact the [Graduate Director](#) for the program of interest for additional information.

The purpose of the Metropolitan State University of Denver Graduate Catalog is to provide current and accurate information about Metropolitan State University of Denver for prospective students, faculty and administrative officers, students currently enrolled, and for other education or allied agencies. Information found within the catalog does not represent binding contracts between Metropolitan State University of Denver and students. The university reserves the right at any time, without advance notice, to: (a) withdraw or cancel classes, courses, and programs; (b) change fee schedules; change the academic calendar; (c) change admission and registration requirements; (d) change the regulations and requirements governing instruction in, and graduation from, the university; and (e) change any other regulations affecting students. Changes shall go into effect whenever the proper governing bodies so determine and shall apply not only to prospective students but also to those who are degree seeking and non-degree seeking at that point in time. When economic and other conditions permit, the university tries to provide advance notice of such changes. In particular, when an instructional program is to be withdrawn, the university will make every reasonable effort to ensure that students are able to complete the graduation requirements. The courses contained in this catalog do not preclude or limit the university in its offerings for any semester or session nor do they restrict the university to the time block (semester) represented by the approved academic calendar.

Although this catalog was prepared using the best information available at the time, all information is subject to change without notice. The university claims no responsibility for errors that may have occurred during the production of this catalog.

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Office of Equal Opportunity
890 Auraria Parkway
Denver, CO 80204
303.615.0036

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About the University

About Metropolitan State University of Denver (MSU Denver)

The City of Denver

Denver, also known as the Mile High City due to its elevation being one mile above sea level, is nestled on the high plains in the shadow of the stunning Rocky Mountains. Denver is a dynamic city filled with various options for urban experiences. Metropolitan State University of Denver is the premier opportunity university in the Denver metro area.

People from all walks of life are able to attend and receive a high quality, high value, education.

Just a couple of blocks from the MSU Denver campus students can find themselves in a bustling city known for a thriving arts scene, fantastic sporting events (Denver is only one of two cities in the nation that have all seven professional sporting teams), numerous outdoor recreation activities (Denver is one of the most active cities in the nation), and a booming foodie culture.

There are three sports stadiums within a one-mile radius of downtown. Students will also find the country's second largest performing arts complex, an assortment of art and history museums, a coin producing mint, a river offering whitewater rafting, the country's only downtown amusement park, a world-class aquarium, more than 300 restaurants, brewpubs, rooftop cafes, and music venues. The 16th Street Mall is a pedestrian promenade that cuts through the center of downtown and is lined with 200 trees and 42 outdoor cafes. After 6 p.m., the Mall comes alive with horse-drawn carriages and pedicabs.

Denver has more than 200 parks within its city limits giving people easy access to green space. Denver provides people with endless amounts of activities. The picturesque Rocky Mountains provide the backdrop for campus with 200 visible peaks; 32 of which soar about 13,000 feet. There is no substitute for the Colorado ski slopes, which you can find less than 60 miles west of Metropolitan State University of Denver. The mountains offer additional adventures; everything from snowboarding, to cross-country skiing, snow shoeing, white water rafting, rock climbing, hiking, mountain biking, gambling, camping, shopping, dining, hunting, fishing, and a slower pace from the hustle and bustle of the city.

Metropolitan State University of Denver's Vision

We are a nationally recognized leader for social mobility - where students of all ages and backgrounds build a better, more equitable Colorado through innovative and transformative education.

Metropolitan State University of Denver's Mission

MSU Denver's mission is to provide a high-quality, accessible, enriching education that prepares students for successful careers, post-graduate education and lifelong learning in a multicultural, global and technological society.

Metropolitan State University of Denver's Core Values

MSU Denver's mission, vision, ongoing operations and strategic planning are informed by a core set of values that define who we are - and aspire to be - as a university. They are: Community, Access, Diversity, Respect, and Excellence.

Community - MSU Denver is an engaged urban university that promotes mutual relationships between the University and the community, where we apply the intellectual strength of our faculty and the energy of our students to solve real-world problems. We benefit the economic health, cultural health and well-being of the community and promote the public good through the transformation of urban communities in metropolitan Denver.

Access - Inspired by the students we serve, many of whom are low-income or first-generation, our self-confident academic community breaks down traditional boundaries and takes responsibility for meeting the challenges of access to education in the 21st century.

Diversity - MSU Denver has been committed to diversity, equity and inclusive excellence since its inception. This is evidenced by our efforts to embed systemic practices to achieve a high-quality, culturally sensitive education; is reflected by our leadership, faculty, staff and students; and is woven into the fabric of our University.

Respect - We boldly seek a climate of mutual respect and reflection that supports different beliefs and perspectives and promotes the open exchange of ideas. Because we respect everyone, communicate effectively, promote transparency, embrace dialogue, cultivate trust and respect governance structures, we are consistently able to make decisions with a students-first mentality.

Excellence - MSU Denver faculty members are known for their commitment to excellence in student-centered teaching and scholarship. Staff members are dedicated to the delivery of high-quality wraparound services for all students. Roadrunners strive for excellence in all they do, embracing the challenges in front of them and rising to reach their full potential.

Office of Graduate Studies

The Office of Graduate Studies (OGS) at Metropolitan State University of Denver represents a diverse community of scholars and practitioners and is the central advocate for campus-wide graduate programs while providing strategic leadership for growth and quality. The Office of Graduate Studies promotes excellence in graduate education through leadership and service within the University and greater community. Leadership is provided through the initiation of dialogue regarding issues and trends in higher education; the development of innovative and timely graduate programs; support for improvement of existing viable programs; the endorsement of policies and practices contributing to high quality education endeavors; and proactive advocacy for graduate students and faculty. Service is provided through recruitment and admission of well qualified students; professional, accurate, and timely response to requests and concerns; the maintenance of processes and procedures that are efficient and consistent with academic policies; and responsible use of resources. The OGS is committed to building collegial and mutually supportive relationships with all constituencies to create learning environments that contribute to outstanding achievement in learning, discovery, scholarship, and service.

Accreditation and Recognition

University Accreditation

The Metropolitan State University of Denver is accredited by the Higher Learning Commission (hlcommission.org), an institutional accreditation agency recognized by the U.S. Department of Education.

Program, College, and School Accreditation

See individual colleges and schools for program specific accreditation information

University Recognition and Awards

- MSU Denver is a designated Hispanic-Serving Institution. A Hispanic-Serving Institution (HSI) is a federal designation by the U.S. Department of Education that acknowledges colleges and universities with 25% or more total undergraduate Hispanic/Latina/o/x full-time equivalent (FTE) student enrollment.
- MSU Denver has been named the Hispanic Association of Colleges and Universities' Outstanding HACU-Member Institution for 2021. The national award recognizes and honors extraordinary support of HACU's mission and MSU Denver's important contributions to the educational success of underserved populations, particularly Latinx students. For 34 years, MSU Denver has been a supportive member of HACU, and accessibility, diversity and inclusion have been core tenets of the University's mission since its inception. The University has hosted the HACU Emerging Leaders Summit, University staff have attended the annual Capitol Forum, and MSU Denver students have participated in HACU scholarship and internship programs.
- Metropolitan State University of Denver earned another prestigious honor for its commitment to diversity, equity and inclusion when University leaders accepted a 2024 Leaders in Diversity Award from the Denver Business Journal. MSU Denver was one of 11 organizations honored at the June 20 awards ceremony, which also recognized 10 individual DEI leaders.
- MSU Denver earned a Gold Seal from the All In Campus Democracy Challenge for nonpartisan student-voter participation in the 2020 Presidential Election. Total student-voter participation at MSU Denver rose from 65.9% in 2016 (compared with a 50.4% voting rate among all higher-education institutions) to 75.4% in 2020 (compared with 66% across all institutions). This earned the University recognition in All In's gold category, which honors institutions that achieve a student-voter participation rate of 70% to 80%. The award was announced during the organization's third biennial awards ceremony Monday November 9, 2021.
- MSU Denver made the honor roll of *Washington Monthly's* **2021** America's Best Colleges for Student Voting. With the rise of youth voters, Washington Monthly sought to recognize universities whose administrations actively support student-voting organizers. To land a spot on this year's Washington Monthly honor roll, institutions had to show repeated commitment to increasing student voting. Among several qualification requirements, MSU Denver made the University's 2016 and 2018 National Study of Learning, Voting and Engagement data publicly available.
- In 2020, **Campus Compact** recognized MSU Denver with the *Richard Guarasci Award for Institutional Transformation* for its demonstrated "efforts to address issues of public concern by aligning teaching, research, practice, and values in service of the common good." More specifically, the university was granted the award "for its comprehensive, institution-wide approach to planning for institutional change, which has included a Civic Action Plan, emerging assessment, connected efforts across departments, and clarity around institutional goals. As an urban land-grant institution, MSU Denver has committed to being an institution of the city, an integral, visible part of the communities within which it exists. MSU Denver demonstrates a clear and active commitment to strengthening its understanding of urban issues and to partnering with and serving its neighbor organizations in order to better meet the needs of the metropolitan area."

2024-2025 Academic Calendar

- [Fall 2024 Semester](#)
- [Spring 2025 Semester](#)
- [Summer 2025 Semester](#)

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

Fall 2024 Semester

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| Priority Registration Begins | Monday, March 25, 2024 |
| Academic Suspension Appeal Deadline | Monday, August 12, 2024 |
| Tuition Payment Deadline | Friday, August 16, 2024 |
| Classes Begin (Full-Semester Classes) | Monday, August 19, 2024 |
| Last Day to Self-Register for Full-Semester Classes | Sunday, August 25, 2024 |
| Last Day to Drop Full-Semester Classes with 100% Refund. For specific refund and withdrawal deadlines for non-full semester classes, look at your student detail schedule in Student Hub. | Monday, August 26, 2024 |
| Labor Day (Campus Closed) | Monday, September 2, 2024 |
| Last Day to Drop Classes with 50% Refund (Full- Semester Classes Only) For specific refund and withdrawal deadlines for non-full semester classes, look at your student detail schedule in Student Hub. | Wednesday, September 4, 2024 |
| Last Day to Withdraw (Full-Semester Classes) For specific refund and withdrawal deadlines for non-full semester classes, look at your student detail schedule in Student Hub. | Friday, November 1, 2024 |
| Fall Break (Campus Open, No Classes) | Monday, November 25 - Wednesday, November 27, 2024 |
| Thanksgiving Holiday (Campus Closed) | Thursday, November 28, 2024 |
| Thanksgiving Holiday (MSU Denver Closed) | Friday, November 29, 2024 |
| Classes End (Full-Semester Classes) | Saturday, December 7, 2024 |
| Final Exam Week | Monday, December 9 - Saturday, December 14, 2024 |
| Commencement | Friday, December 13, 2024 |
| Grades Due From Faculty at Noon | Thursday, December 19, 2024 |
| Grades Available Online at Student Hub | Friday, December 20, 2024 |
| Winter Break (Campus Closed) | Wednesday, December 25, 2024 - Wednesday, January 1, 2025 |

Spring 2025 Semester

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| Priority Registration Begins | Monday, October 28, 2024 |
| Winterim Period | Monday, January 6 - Saturday, January 18, 2025 |
| Academic Suspension Appeal Deadline | Monday January 13, 2025 |
| Tuition Payment Deadline | Friday, January 17, 2025 |
| Martin Luther King Jr. Day (MSU Denver Closed) | Monday, January 20, 2025 |
| Classes Begin (Full-Semester Classes) | Tuesday, January 21, 2025 |
| Last Day to Self-Register for Full-Semester Classes | Monday, January 27, 2025 |
| Last Day to Drop Full-Semester Classes with 100% Refund. For specific refund and withdrawal deadlines for non-full semester classes, look at your student detail schedule in Student Hub. | Monday, January 27, 2025 |
| Last Day to Drop Classes with 50% Refund (Full- Semester Classes Only) For specific refund and withdrawal deadlines for non-full semester classes, look at your student detail schedule in Student Hub. | Thursday, February 6, 2025 |
| Spring Break (Campus Open, No Classes) | Monday, March 24 - Sunday, March 30, 2025 |
| Last Day to Withdraw (Full-Semester Classes) For specific refund and withdrawal deadlines for non-full semester classes, look at your student detail schedule in Student Hub. | Friday, April 24, 2025 |
| Classes End (Full-Semester Classes) | Saturday, May 10, 2025 |
| Final Exam Week | Monday, May 12 - Saturday, May 17, 2025 |
| Commencement | Friday, May 16, 2025 |
| Grades Due from Faculty at Noon | Thursday, May 22, 2025 |
| Grades Available Online at Student Hub | Friday, May 23, 2025 |

Summer 2025 Semester

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| Priority Registration Begins | Monday, February 24, 2025 |
| Memorial Day (Campus Closed) | Monday, May 26, 2025 |
| Maymester Period | Tuesday, May 27 - Saturday June 7, 2025 |
| Academic Suspension Appeal Deadline | Monday, June 3, 2025 |
| Tuition Payment Deadline | Friday, June 6, 2025 |
| Classes Begin (Full-Semester, 8-week classes only) | Monday, June 9, 2025 |

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| Last Day to Self-Register for Full-Semester Classes | Thursday, June 12, 2025 |
| Last Day to Drop Full-Semester Classes with 100% Refund. For specific refund and withdrawal deadlines for non-full semester classes, look at your student detail schedule in Student Hub. | Thursday, June 12, 2025 |
| Last Day to Drop Classes with 50% Refund (Full- Semester Classes Only) For specific refund and withdrawal deadlines for non-full semester classes, look at your student detail schedule in Student Hub. | Monday, June 16, 2025 |
| Juneteenth Holiday Observed (Campus Closed) | Thursday, June 19, 2025 |
| Independence Day Holiday Observed (Campus Closed) | Friday, July 4, 2025 |
| Last Day to Withdraw (Full-Semester Classes) For specific refund and withdrawal deadlines for non-full semester classes, look at your student detail schedule in Student Hub. | Tuesday, July 25, 2025 |
| Classes End (Full-Semester, 8-week classes only) | Saturday, August 2, 2025 |
| Grades Due from Faculty at Noon (Full- semester, 8-week Classes Only) | Thursday, August 7, 2025 |
| Grades Available Online at Student Hub (Full- semester, 8-week Classes Only) | Friday, August 8, 2025 |

Academic Policies and Procedures

- [Course Credit](#)
- [Course Load](#)
- [Credit Limitations](#)
- [Duplicative Coursework](#)
- [GPA Requirements](#)
- [Grade Appeals](#)
- [Grade Changes](#)
- [Last Date of Attendance](#)
- [Posthumously Awarded Degrees](#)
- [Readmission](#)
- [Residency Requirement](#)
- [Time Limit on Completion of Degree](#)

Course Credit (Semester Hours)

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

Course Load

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

Credit Limitations

- No more than 6 semester hours of independent study credit may be applied toward a master's degree.

Duplicative Coursework

A graduate program may choose not to include credits counted in an undergraduate program. If they so choose, then a maximum of 32 percent of graduate level credits from the master's degree may count for both bachelor and master programs. Approval must be granted by the graduate program.

GPA Requirements

The minimum passing grade for all graduate courses is a "C-" (C minus) and no more than two "C" level grades (C-, C, C+) may count towards graduation. Individual graduate programs might use higher

grades as the minimum passing course grade. In all cases, students must make sure that low passing grades are compensated with stronger grades so that the minimum required cumulative GPA of 3.0 or higher (dependent on the specific graduate program) can be reached for graduation.

Master of Arts in Teaching

GPA Requirements

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

Master of Professional Accountancy

GPA Requirements

Students in the MPAcc program must complete the degree with a GPA of 3.0. No more than two grades of "C-," "C," or "C+" will count toward degree requirements, and no grade lower than a "C-" will count toward the degree. All grade records remain on the master's transcript and count toward the GPA. A student who receives three grades of less than a "B-" will be suspended from the program for one academic semester. Upon return from suspension, subsequent grades below a "B-" will result in program dismissal.

Academic Suspension and Dismissal Appeal Process for the MPAcc Program
Student are notified of suspension or dismissal in writing after end of term grades are reviewed. In cases of suspension, appeal deadlines will be provided in the notification. Late or incomplete appeals will not be processed. Appeals can be sent to the department chair or graduate program coordinator. If an appeal is not received within two semesters after the dismissal, the student will need to reapply to the University. Students are not allowed to enroll in courses until a decision is made.

The Graduate Committee reviews all appeals. They may grant, deny, or conditionally grant an appeal. Conditions may include but are not limited to course, grade, and advising requirements. Students failing to meet the committee's conditions will be dismissed from the program.

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

Master of Social Work GPA Requirements

MSW students must maintain a GPA of 3.0 in any academic term. Any student falling below a 3.0 in any given term will be placed on academic probation and be required to develop a plan for raising the

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

Grade Appeals

If students have reason to question the validity of a grade received in a course, they must make their request for a change before the end of the fourth week of the semester following the completion of the course (the following fall semester if the course was completed in the spring semester). It is the responsibility of the student to initiate a grade appeal within the time limit, and to follow the procedures for grade appeals specified below. All decisions of the Grade Review Committee are final.

Student Grade Appeals

The university supports open communication as the best means to resolve concerns about grades. If a student believes that the grade they received for a course does not reflect the quality of their work, the first step is to meet with the instructor for the course on an informal basis. The following will be the only acceptable grounds for formal grade appeals:

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

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

Exceptions to the Grade Appeal Policy and Procedure

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

Opportunity. The Office of Equal Opportunity process for resolution takes precedence over the university's grade appeal process.

Grade Appeal Procedure

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

Informal Resolution Process Step 1

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

Step 2

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

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

Formal Resolution Process Step 1: File Petition with the Dean

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

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

Process: It is the student's responsibility to obtain and file the Petition for Grade Appeal form and to follow the procedural

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

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

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

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

1. Deny the appeal and send a letter or email to inform the student, the instructor and the chair of the instructor's department within five working days.
2. Decide that one or more of the criteria may have been met, and continue the formal appeal process. If the dean has not already requested a written response to the Petition for Grade Appeal from the instructor, the dean will make that request. The instructor has five working days to provide the written response and any additional materials

requested to the student, chair, and dean. The dean will contact the student, instructor and chair within 15 working days of receiving the Petition for Grade Appeal to convene a meeting of all parties. The purpose of the meeting is to seek resolution of the appeal. Minutes shall be taken at the meeting.

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

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

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

Step 2: File the Petition with the Grade Review Committee

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

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

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

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

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

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

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

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

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

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

Grade Review Committee Membership and Policies

1. The GRC shall consist of nine members as follows:
 - Two members shall be elected by and from the faculty from the College of Letters, Arts and Sciences.
 - One member shall be elected by and from the faculty from the College of Health and Human Sciences.
 - One member shall be elected by and from the faculty from the College of Aerospace, Computing, Engineering, and Design.
 - One member shall be elected by and from the faculty from the College of Business.
 - One member shall be elected by and from the faculty from the School of Education.
 - One member shall be elective by and from the faculty from the School of Hospitality.
 - Two student members shall be appointed by the Student Government: The Student Advocacy Council.
 - One non-voting ex-officio member from the Office of Academic Affairs shall be appointed by the Executive Vice President for Academic Affairs. Responsibilities of this member shall include staff assistance and record keeping.
2. The term of membership on the GRC shall be two years, with terms staggered, except that the term of the student members shall be one year. Terms shall begin on the first day of classes of the fall semester.
3. Members may serve successive terms.
4. Elections of faculty from each school or college shall occur in the spring, and members shall take office on the first day of classes of the fall semester.
 - The representative from the Office of Academic Affairs shall convene the first meeting of the GRC in the fall, at which time the members shall elect a chair.

5. A meeting of the GRC to consider and vote on a Petition for Grade Appeal must have a quorum of voting members.
6. The GRC shall prepare a written summary of the committee's decisions, the rationale for its decisions and the vote tally on the appeal. The summary shall be added to all existing documentation of the appeal.
7. All documentation in a grade appeal shall be maintained in the Office of the Executive Vice President for Academic Affairs for a three-year period.
8. The Chair of the GRC shall provide a yearly report of appeal activities, including recommendations for amending the Student Grade Appeal Policy, to the Office of Academic Affairs by the last day in June. Copies will be sent to all academic deans.

Definitions

1. Informal Resolution means informal discussions that lead to the resolution of a grade dispute the student may have with the instructor, the chair of a department and/or the dean of a school.
2. Grade appeal procedure means the formal resolution procedure.
3. The time limits refer to weeks, not days of weeks.
4. The end of day means 5 p.m. on the designated day (i.e., end of a working day).
5. The last day of the week means the Friday of a calendar week.
6. Week ordinarily means Monday-Friday. If, for example, classes are not in session on a Monday, the designated week still ends on Friday.
7. Working day means any day classes or examinations are scheduled, excluding Saturdays, Sundays and holidays.
8. Assigned grade means a letter grade (e.g., A, B, C, D or F), grade equivalent (e.g. S/U), or the temporary grade of I (Incomplete).

Grade Changes

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

- a. Incomplete (I)
The incomplete notation is composed of an "I" (noted on the student's transcript) as well as the student's default grade (A, A-, B+, B, etc.), the grade the student has earned when they leave the class out of the total points of the class (the grade the student will earn if no additional work is submitted). Incomplete work must be completed within the subsequent long semester (fall or spring) or earlier, at the discretion of the faculty member. In the event of extended extenuating circumstances, the completion date for incomplete work may be extended for an additional long semester, at the discretion of faculty member.
- b. Other grade changes

Grades may only be changed on the basis of an error in evaluation, computation, or transcription.

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

Last Date of Attendance

Faculty who report a "U," "UE," or "F" grade to a student for any reason will report the student's last date of attendance when entering grades online.

For reporting purposes, the last date of active participation in the class will be considered the last date of attendance, which must be one of the following:

1. Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students;
2. Submitting an academic assignment;
3. Taking an assessment or an exam;
4. Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
5. Participating in a study group, group project, or an online discussion that is assigned by the institution;
6. Interacting with an instructor about academic matters.

Active participation does not include:

1. Living in institutional housing;
2. Participating in the school's meal plan;
3. Logging into an online course or tutorial without any further participation
4. Participating in academic counseling or advising; or
5. Participating in a student-organized study group.

If a student never participated in class, the date of the first day of class will be reported as the last date of attendance/participation.

Posthumously Awarded Degrees

Metropolitan State University of Denver will award a posthumous degree to a deceased student who had maintained good academic and

financial standing without a significant disciplinary incident. Any party interested in seeking a posthumous degree will contact the Dean of the College or School in which the deceased student's program resided. Upon final approval of the Provost, the name of the deceased student will be announced at commencement as a Posthumous Degree and a plaque will be given to a person designated by the family.

If it is determined that the student was enrolled in their final courses sufficient to meet the University's graduation requirements, and therefore would have earned their degree had they successfully completed the last semester of enrollment, the degree will be counted as an earned degree within University completion counts.

If it is determined that the student was not enrolled in their final courses sufficient to meet the University's graduation requirements, and therefore would not have been granted a degree had they successfully completed the last semester of enrollment, the Office of the Registrar will expunge the academic record during the semester of the student's death.

Readmission

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

Residency Requirement

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

Time Limit on Completion of Degree

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

Academic Records

Metropolitan State University of Denver uses a 4.0 grading scale. Figure 2 lists the letter grade that instructors use to document their evaluation of student work and to document academic status in the class. Additionally, Figure 2 defines the meaning of each letter grade and specifies the number of quality points that correspond to each grade. Quality points are used to determine your grade point average (GPA). The procedure for calculating your GPA is described below in the How to Calculate Your Grade-Point Average (GPA) section.

How to Calculate Your Grade-Point Average (GPA)

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

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

Departments/programs may, at their discretion use the plus/minus system but are not required to do so. Instructors are required to notify students of the grading system used for an individual course via the course syllabus. Special symbols are indications of registration or grade status and are not assigned by the instructor.

| Figure 2: Letter Grades | | | |
|-------------------------|--------------------|--------------------------------|-----------------------|
| Letter Grade | Meaning | Quality Points Per Credit Hour | Used to Calculate GPA |
| A+ | Distinguished work | 4.00 | Yes |
| A | Distinguished work | 4.00 | Yes |
| A- | Distinguished work | 3.67 | Yes |
| B+ | Superior work | 3.33 | Yes |
| B | Superior work | 3.00 | Yes |
| B- | Superior work | 2.67 | Yes |
| C+ | Average work | 2.33 | Yes |
| C | Average work | 2.00 | Yes |
| C- | Average work | 1.67 | Yes |

| | | | |
|--|----------------------------------|----------------------------|-----|
| D+ | Below average work | 1.33 | Yes |
| D | Below average work | 1.00 | Yes |
| D- | Below average work | .67 | Yes |
| F | Failure | 0 | Yes |
| Please see section below for additional information on the following notations | | | |
| AW | Administrative Withdrawal | 0 | No |
| CC | Continuing Correspondence Course | 0 | No |
| I | Incomplete | 0 (until grade is changed) | No |
| IP | In Progress | 0 | No |
| NR | Not Reported | 0 | No |
| P | Pass | 0 | No |
| S | Satisfactory | 0 | Yes |
| SE | Satisfactory-Education | 0 | No |
| U | Unsatisfactory | 0 | Yes |
| UE | Unsatisfactory-Education | 0 | Yes |
| W | Withdrawl | 0 | No |

AW - Administrative Withdrawal

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

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

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

CC - Continuing Correspondence Course

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

I - Incomplete

The Incomplete notation indicates that a student is achieving satisfactory progress in a course but is unable to complete all class assignments due to extenuating circumstances, such as documented illness, military leave, disability, internships that fall outside traditional semester timeframes, or circumstances beyond their control. The Incomplete notation is composed of an "I" (noted on the student's transcript) and the student's default grade (A, A-, B+, B, etc.), which is the grade the student has earned at the time course grades are first entered for the course.

An Incomplete notation may be assigned only if the student meets all these minimum requirements:

- The student has participated in an academically-related activity after the 60% mark of the course's part of term. Academically-related activity involves active participation by a student in an instructional activity related to the student's course of study as defined by the last date of attendance.
- The student has completed more than 50% coursework and/or course contact hours, as determined by the faculty member or department chair if the faculty member is not available.

Incomplete grade notations are offered at the faculty member's discretion, or at the discretion of the department chair if the faculty member is not available. Satisfying the minimum university requirements for an Incomplete notation does not guarantee that one will be awarded. Departments and programs may establish higher minimum standards for awarding Incomplete notations. Incomplete notations based upon accommodations related to a student's documented disability should be determined in consultation with the Director of the Access Center or their designee.

When an Incomplete notation is awarded, the following process applies:

- When entering final course grades, the faculty member registers the Incomplete notation, the student's default grade, and the student's last date of attendance.
- The faculty member and student submit the Incomplete Agreement Form to the Office of the Registrar. This form establishes the outstanding work that the student may/should submit within a designated timeframe.
- The faculty member and student finalize additional Incomplete notation requirements established by their department or program, if any exist.
- The maximum timeframe for a student to submit remaining coursework is the end of the subsequent full term (i.e., the end of the next Fall or Spring semester). However, faculty members may require a shorter timeframe

for submission of incomplete coursework, which will be documented on the Incomplete Agreement Form.

- When all remaining course work has been submitted and evaluated, when the student indicates that they have submitted all work they will be able to within the timeframe the faculty member will enter a change of grade form.
- If the work designated on the Incomplete Agreement Form is not completed within the established timeframe, the "I" notation will convert to the default grade submitted by the faculty member.

Deadlines vary according to course's formal schedule, also known as "part of term." Students should refer to the [Part of Term](#) dates published by the [Office of the Registrar](#) to review part of term date ranges, withdrawal deadlines, and such.

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

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

The Incomplete notation may not be given for self-paced courses. If a student does not complete a self-paced course within the semester that they enrolled in the course, they must re-enroll in the course in order to complete it. Students pay tuition and fees for each semester they are enrolled in self-paced courses.

IP- In Progress

The In Progress (IP) notation is used for all graduate work (including thesis work) in progress. For thesis students, the IP notation is used until the final grade of either pass (P) or fail (F) is assigned by the master's program. A grade of pass

is assigned to all 6995 courses if the final oral defense is passed and a grade of fail (F) is assigned to all 6995 courses if the students fails the final oral defense.

NR - Not Reported

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

P - Pass

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

S/U - Satisfactory/Unsatisfactory

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

notation is equivalent to a grade of "D." Course credit counts toward the student's attempted hours, does not count toward earned hours, and is calculated in the GPA or quality points.

These notations are limited to internships, practica, field experience courses, and workshops.

SE/UE - Satisfactory/Unsatisfactory - Education

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

The Unsatisfactory Education (UE) notation is equivalent to a grade of "F." Course credit counts toward the student's attempted hours,

does not count toward earned hours, and is calculated in the GPA and quality points.

W - Withdrawal

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

Admissions

- [Minimum Admission Requirements by the Office of Graduate Studies](#)
- [Applying for Admissions to a Master's Degree or Certificate Program as a Domestic Student](#)
- [Applying for Admission as an International Graduate Student](#)
- [To Apply as a Non-Degree Seeking Student](#)
- [Admission Status for Non-degree Seeking Students](#)
- [Administrative Handling of Admission Documents](#)

Minimum Admission Requirements by Graduate Studies

The following are the minimum requirements that must be met to be admitted into Metropolitan State University of Denver by Graduate Studies. Please note that each individual graduate program and/or certificate has its own set of admissions standards in addition to the minimum standards determined by Graduate Studies.

- Admission to a graduate program at MSU Denver typically requires a bachelor's degree from a regionally or nationally accredited college or university. Some Graduate Programs may also admit qualified students from non-accredited institutions, and it is expected that graduate programs have review standards in place that will allow them to assess that an applicant with a BS/BA from a non-accredited institution is qualified to be admitted to the program. Students are encouraged to inquire with the programs.
- Programs that have concurrent enrollment options may not require a bachelor's degree completion prior to admissions into the graduate program. Please check program catalog information for details.
- Applicants whose credentials include studies or coursework at a College or University outside the USA (not taken as part of a semester abroad program) must include original transcripts and documentation in English (or certified English translation) of the transcript.
- Have an undergraduate cumulative grade point average of 2.5 or better ("A" is equal to 4.0) or a 3.00 or better GPA in nine (9) credit hours or more of a partially completed graduate level master's degree program. Applications from individuals who attended a College or University that does not issue grades or a GPA will be evaluated by the Graduate Studies on a case-by-case basis.
- Applicants who are applying as graduate degree-seeking students and were graduate degree-seeking students elsewhere but did not complete the program must demonstrate that they departed that program in good academic standing

- Any other material required specifically by the individual graduate program. This may include but is not limited to scores from the GRE or other examinations, writing samples, portfolio work, etc. Check with individual graduate program for additional/specific requirements.

Applying for Admissions to a Master's Degree or Certificate Program as a Domestic Student

Graduate programs may set one or more standard application deadlines appropriate for management of the program.

Prospective students are encouraged to consult the application procedures provided by the program.

To apply for admission to a degree or certificate program, complete the following steps before the program deadline:

1. Submit an online application for admission to the Office of Graduate Studies, along with the nonrefundable application fee.
2. Request official transcripts from every educational institution attended beyond high school. Transcripts should be sent directly from the institution to the Office of Graduate Studies and can be sent electronically or mailed directly. Please use the following address if transcripts are mailed:
 - i. The Office of Graduate Studies P.O. Box 173362
Campus Box 48 Denver, CO 80217
 - ii. Please use the following e-mail address if the transcripts are electronically sent:
gradtranscripts@msudenver.edu.
3. Complete any standardized exams required by the individual graduate program. Check the list of Degree Programs available on the Office of Graduate Studies website to see if a specific program requires exams. Make sure the exam results are forwarded to the Office of Graduate Studies. The institutional code for Metropolitan State University of Denver for all exams administered by the Educational Testing Service (ETS) is 4505.
4. Submit all other materials required by the graduate program.

Review of an application cannot begin until each of these steps is completed and the Office of Graduate Studies has received all materials, including materials that are specific to a particular graduate program. Students can monitor the status of their application through the application portal. Once an admissions decision has been determined by the Program, students may be admitted in one of the following categories: Regular Admission This category is typically used when the undergraduate GPA is 2.50 or higher. Regular admission indicates full graduate standing in an academic program with no special stipulations.

Regular Admission with Requirements: This category is used when a student has not yet completed the undergraduate degree or the Office of Graduate Studies has not yet received a final official undergraduate transcript with the undergraduate degree posted. The student's status is changed to regular once the Office of Graduate Studies has received verification of the undergraduate degree. This category is also used at the graduate program (degree or certificate) level for students with an undergraduate GPA below 2.50 or for students who have other outstanding admission requirements as defined by the Office of Graduate Studies or the academic program.

A graduate program may admit an applicant who does not meet the criteria for regular admission. Each graduate program graduate director shall annually complete a Special Admission form that lists all applicants admitted who do not meet the criteria for regular admission. In addition, the Special Admission form shall outline the rationale to support for each special admission. The form accompanies the applicant's admission documents. The admission of the applicant as regularly admitted with requirements requires the approval of the Associate Vice President of Graduate Studies. Regular admission with requirements students are subject to the same standard of performance required by regular admission students, plus any other requirements imposed by graduate directors as a condition of admission. The student's status is changed to "regular" once the specified stipulations have been met. If the student fails to meet the stipulated requirements, they may be dismissed from the graduate program.

Students who are denied admission, may still be eligible for non-degree seeking status. Please see the section on how to apply as a non-degree seeking student for more information. Non-degree seeking graduate students are not eligible for federal financial aid.

Applying for Admission as an International Graduate Student

Metropolitan State University of Denver welcomes applications from qualified students from across the globe. The requirements described below apply to applicants residing in the United States with a current F-1 visa or applicants who require a student visa to study in the United States. International applicants may apply for admission as graduate students if they have earned, from an accredited institution, the equivalent of a U.S. four-year baccalaureate degree or a higher degree. International students must complete the same admission requirements as domestic students in addition to the International Student requirements.

To apply for admission to Metropolitan State University of Denver, international applicants must complete the following additional steps:

1. Submit a completed Student Graduate Application along with the nonrefundable application fee.
2. Submit official transcripts and proof of degree from each educational institution you have attended beyond high school or the equivalent of high school.

Please reach out to the Office of International Student Support if you are an applicant with a visa other than F-1. You may reach the office at: intlsupport@msudenver.edu

If written in a language other than English, these documents must be accompanied by an official English translation. Additionally, all foreign transcripts must submit a professional credential evaluation completed by a NACES member.

Evaluations must be sent directly from the servicer to gradtranscripts@msudenver.edu or via postal mail to:

Graduate Admissions Office of Graduate Studies
Metropolitan State University of Denver
P.O. Box 173362 Campus Box 48
Denver CO, 80217

3. Submit evidence of English proficiency that meets the minimum requirements for the Office of Graduate Studies and the graduate program. The English Language Proficiency Requirement can be met by submitting official TOEFL, IELTS, PTE scores. Scores must be submitted directly from the testing agency and are valid if scored within two years of application to Metropolitan State University of Denver. The minimum score required for admission is:
 - TOEFL score of 76 internet-based (iBT)
 - IELTS overall score of 6.0 or better
 - PTE overall score of 51

Some graduate programs may require higher TOEFL, IELTS, or PTE scores. Prospective students should review the requirements for the specific program in which they are interested.

Additional options for demonstrating English language proficiency exist. Meeting score requirements does not guarantee admission.

4. Take the Graduate Management Admission Test (GMAT), Graduate Record Examination (GRE), or any other predictive exam required by the program to which you are applying. Ensure that the results of these exams are forwarded to: gradtranscripts@msudenver.edu or via postal mail to:

Graduate Admissions Office of Graduate Studies
Metropolitan State University of Denver
P.O. Box 173362 Campus Box 48
Denver CO, 80217

The institution code number for Metropolitan State University of Denver for all examinations administered by the Educational Testing Service (ETS) including the TOEFL and GRE is 4505.

5. Submit all other materials required by the graduate program.
6. Complete the Affidavit for Financial Support OGS and Submit documentation to show sufficient financial resources to cover one calendar year of living expenses, tuition, and fees to the application portal.

After meeting all other requirements for admission and being accepted to a graduate program. This item is only required for students who require the F-1 student visa to complete their graduate program. International Student Support will issue a form I-20 former

students who require the F-1 student visa, meet all admission requirements, supply the necessary financial documentation, and are accepted to a degree program. A form I-20 form will be required to apply for the F-1 student visa. If you would like additional information, please contact Graduate Admissions.

Review of an application cannot begin until each of these steps is completed and the Office of Graduate Studies has received all materials, including materials that are specific to a particular graduate program. Applicants can monitor the status of their application using the logging onto the application portal (<https://connect.msudenver.edu/apply/>).

To Apply as a Non-Degree Seeking Student

Individuals who submit an application but do not specify a degree or certificate program to which they are applying will be evaluated for admission as non-degree seeking students by the Office of Graduate Studies. Applications from non-degree seeking students are accepted at any time. However, prospective students are advised to submit all application materials well in advance of the desired semester for admission. Applicants may apply for admission as a non-degree seeking student if they have earned a baccalaureate degree or a higher degree from a regionally accredited institution. Students who subsequently decide to apply for a degree or certificate program will be required to meet the GPA and all other requirements of the specified program to which they apply. To apply for admission as a non-degree seeking student, complete the following steps.

1. Submit an online application for admission to the Office of Graduate Studies, along with the nonrefundable application fee.
2. Request official transcripts from each educational institution attended beyond high school. Transcripts should be sent directly from the institution to the Office of Graduate Studies and can be sent electronically or mailed directly. Please use the following address if transcripts are mailed:
 - i. The Office of Graduate Studies P.O. Box 173362
Campus Box 48 Denver, CO 80217
 - ii. Please use the following e-mail address if the transcripts are electronically sent:
gradtranscripts@msudenver.edu.

3. Submit additional material(s) required by programs and meet program enrollment requirements for specific classes.

Admission Status for Non-degree Seeking Students

Students who are admitted by Office of Graduate Studies as non-degree seeking students may register for courses of interest for which they are eligible as long as they have met the necessary prerequisites and the courses are not restricted. However, they may not work toward a graduate degree or certificate and are not eligible for federal financial aid. If a student completes courses as a non-degree seeking student and later applies and is admitted to a graduate program, the program may recommend to the Office of Graduate Studies that courses completed while in non-degree status be applied to the credit requirements for the program. The graduate program may define a maximum number of applicable credits of this type, but the maximum cannot exceed one-third (1/3) of the total credit requirement, and all final decisions on the applicability of such credit rests with the Associate Vice President of Graduate Studies.

Administrative Handling of Admission Documents

The Office of Graduate Studies coordinates graduate admission processes and can provide additional information and answer questions. All documents received by Metropolitan State University of Denver in conjunction with an application for admission become the property of the University. These documents will be duplicated only for use in admission decisions and student advising at the University. Moreover, the original documents will neither be returned to the applicant nor forwarded to any individual unaffiliated with Metropolitan State University of Denver or forwarded to any other agency, organization, college, or university.

Campus Policies

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

Financial Aid and Scholarships

Graduate students at Metropolitan State University of Denver will be considered for a financial aid award package primarily made up of student loans with a limited number of grant fund awarded to students enrolled in specific graduate programs. Some work-study funding is also available to graduate students.

Federal, State, and Institutional Aid

Graduate students can apply for loans and work-study through the federal aid programs. Complete the following steps in order to apply for federal aid:

How to Apply for Financial Aid

Complete the Free Application for Federal Student Aid (FAFSA). You must submit the FAFSA each academic year to be determined eligible for most loan, work-study, or need-based scholarship programs. Financial aid applicants are encouraged to complete the FAFSA by February 15 prior to the academic year you will attend.

- Apply using FAFSA on the web (<https://studentaid.gov/h/apply-for-aid/fafsa>). If you've applied other years, use your FSA ID to log in.

Tips in completing the FAFSA:

- Metropolitan State University of Denver Title IV Code is 001360.
- Metropolitan State University of Denver Financial Aid address: PO Box 173362, Campus Box 2, Denver, CO 80217.
- Ensure that all information you provide on the application is entered correctly.
- Enter your name as it appears on your social security card
- Provide all required signatures; use your FSA ID as a signature.
- Do not send tax documents or other materials with your application or signature page.
- If you provided an e-mail address on the FAFSA, you will receive an e-mail with a link to your Student Aid Report (SAR). If you did not provide an e-mail address, you will need to return to the FAFSA website to view your Student Aid Report (SAR). Review your SAR and make any necessary corrections.
- The Office of Financial Aid uses the official student email account to alert students of the need to provide additional materials, if required. Certain applicants are requested to provide documents to verify information reported on the FAFSA. Examples of what might be requested are

verification forms, citizenship documentation, and IRS tax retrieval/tax return transcripts.

- You may be required to complete an electronic Master Promissory Note, or to complete loan entrance counseling requirements.
- Award acceptance: Once processing of your application is complete, your award information will appear on the Student Hub. You may accept, reduce, and decline your awards on the Student Hub.

Eligibility Requirements

The following is a summary of the most common criteria affecting student eligibility for financial aid.

- Complete the Free Application for Federal Student Aid (FAFSA) and receive an official Expected Family Contribution (EFC).
- Enroll for the minimum number of credit hours required by the aid program. For example, to receive a Direct Loan, a graduate student must be enrolled in at least 3 credit hours/semester that apply directly towards a graduate degree. Students enrolled less than full-time (6 credits) may see a reduction in financial aid.
- Maintain Satisfactory Academic Progress standards (see detail on following pages).
- Be a U.S. Citizen, permanent resident, or eligible non-citizen. Federal financial aid is not available to international students attending Metropolitan State University of Denver on a student visa.
- Have a valid social security number
- If you are male, you must be registered with Selective Service.
- You must not owe a repayment of any federal aid to Metropolitan State University of Denver, to any other school previously attended, or to the U.S. Department of Education.
- You must not be in default on a federal student loan.
- Submit all materials requested by the Financial Aid Office as soon as possible, but no later than the specified deadlines.
- You must meet all other eligibility requirements. Please contact the Financial Aid Office if you have any questions.

Qualifying Financial Need

Financial Aid eligibility is largely based on the concept of financial need. Financial need is calculated as Cost of Attendance (tuition, fees, books, and living expenses) minus the Expected Family Contribution or EFC (student/spouse contribution and parents' contribution for dependent students). A student's EFC is assigned directly from the information provided on the FAFSA application.

The Cost of Attendance, or COA, is the estimated annual cost to attend Metropolitan State University of Denver, including tuition and

fees, room, board, books and supplies, transportation and personal expenses. The Financial Aid Office determines standard COA based upon average tuition and fees charged and other budget items established by the Colorado Department of Higher Education (CDHE).

The EFC from the student/spouse and from the parents (if applicable) are calculated by a standardized formula that is determined by the FAFSA data and is required by federal law. The formula considers income, savings and other assets, family size, number of children in postsecondary school and other factors and then assigns a student an EFC.

Financial Aid is intended to supplement and not replace financial contributions from the student and parents. If the EFC is equal to or greater than the COA, then the student will not qualify for need-based financial aid, but can still receive non-need based financial aid such as Direct Unsubsidized Loans or Direct Parent PLUS Loans. Students may appeal for special consideration if they are experiencing unusual or extenuating circumstances that are negatively impacting their finances such as a job loss.

The following section describes a sampling of financial aid programs for which Metropolitan State University of Denver students may be eligible. Since different types of aid carry different obligations, we recommend that you discuss your options with a customer service representative in the Financial Aid Office.

Determining Dependency Status

The federal government provides specific guidelines that define dependency status for federal financial aid purposes.

Dependency status is determined by a series of questions on the FAFSA application that can be reviewed at <https://fafsa.ed.gov/>. Students classified as dependent are required to provide student and parent household and financial information when applying for financial aid. If a student is classified as independent, then the student's parental information is not considered when the calculation of the Expected Family Contribution (EFC) is made. Current law defines an independent student as one who meets at least one of the following conditions:

1. Age 24 or older (born before January 1, 1998)
2. A Graduate student
3. Married (at the time of applying for the FAFSA)
4. Student with legal dependents other than a spouse
5. Student who has children who receive more than half their support
6. Veteran of the U.S. armed forces or currently on active duty
7. At age 13 or older was an orphan, ward of the court, or in foster care
8. Student is an emancipated minor or in a legal guardianship in their state of legal residence
9. On or after July 1, 2019 was an unaccompanied homeless youth or considered an unaccompanied, self-supporting youth at risk of becoming homeless

A dependency status may be appealed to the financial aid office if unusual circumstances exist. Contact the office for appeal guidelines.

Graduate students must be enrolled in at least 3 credit hours per semester in order to be eligible for most financial aid awards including Direct Unsubsidized Loan and the Direct Graduate PLUS loan.

The financial aid definition of half-time enrollment may differ from the academic definition of half-time enrollment based on degree programs. See a financial aid advisor for more information.

Sources of Financial Aid

William D. Ford Federal Direct Loans

Unsubsidized Direct Loans are long-term loans available to graduate students. The interest rates on newly originated Direct Loans for 2019-2020 is 6.08%. The Federal Direct Unsubsidized Loan program does not require the student to document financial need, but a valid FAFSA application is required. Eligibility is calculated as the Cost of Attendance (COA) minus other financial aid awarded. Interest is not paid by the federal government for the Unsubsidized Loan program and interest begins to accrue after the loan is disbursed. The student may elect to pay the interest now or to allow the interest to capitalize on the total principal loan amount. The yearly aggregate on this loan is \$20,500 for graduate students and a student cannot be awarded above that in an academic year. To apply, complete the FAFSA, available at www.fafsa.gov.

Federal Direct Graduate PLUS Loan

The Federal Direct Graduate PLUS Loan program does not require the student to document financial need, but a valid FAFSA application is required. Interest is not paid by the federal government and begins to accrue when the loan is disbursed. The student may elect to pay the interest now or allow the interest to capitalize on the total principle loan amount. Graduate PLUS Loans are awarded after the full annual or lifetime (whichever limit is reached first) aggregate amount of the Direct Unsubsidized Loan is awarded (see above). The Graduate PLUS Loan is a credit-based loan and a student must be approved to receive it.

Federal PLUS Loans are available to graduate students. These loans are available to graduate students who still have an unmet cost of attendance after borrowing through the Direct Loan program, plus any other sources of aid. Other differences between the Federal PLUS Loan for Graduate Students and other federal loan programs include:

- Applicants for the Federal PLUS Loan must not have an adverse credit history, as reported by a national credit reporting agency. Applicants with an adverse credit history may still qualify with an eligible co-signer.
- Repayment begins within 60 days of the last disbursement of the award year. There is no six-month grace period. Borrowers may request a deferment while enrolled at least half-time.
- The interest rate changes annually; the rate for 2019-2020 is 7.08%.

- Annual loan limits are determined by subtracting all other sources of aid from the estimated cost of attendance figure.
- A separate PLUS Master Promissory Note must be completed and signed.
- Recipients must complete separate PLUS loan counseling requirements. In addition to the requirements reported above, a student must meet all other eligibility requirements.

To apply, complete the FAFSA, available at <https://studentaid.gov/h/apply-for-aid/fafsa>.

Federal Work-Study Program (FWS)

This is a federally funded, need-based work-study program that allows students to work on a part-time basis (on campus, off campus or at nonprofit agencies) to help meet their educational costs. FWS aid is awarded to selected graduate students who show financial need. Students receive payment based on hours worked. Payment is typically through direct deposit by the payroll office.

Withdrawals and Repayments

Federal Financial Aid is disbursed based on the assumption that a student will attend courses for the entire semester and earn passing grades. A student who withdraws from or fails all courses (for any reason) and received federal financial aid must have a Return of Title IV calculation performed to determine the percentage of aid that was actually earned based on the amount of time the student attended their courses. Students are entitled to aid that was earned. The University will return any unearned aid to the appropriate Federal Title IV program. This could create a balance owed to Metropolitan State University of Denver.

Metropolitan State University of Denver is required to verify that a student began attendance in any course a student withdraws from or fails. If the Financial Aid & Scholarships Office receives notification that a student never began attendance or is unable to document that a student began attendance in a course, then their financial aid will be adjusted appropriately.

Financial Aid for the Summer Session

The university has limited financial aid available for the summer session. Please note, also, that your FAFSA for the preceding academic year must be submitted 4 weeks prior to classes to ensure your summer aid is ready before your summer classes begin.

Financial Aid for International Students

As part of the admissions process, international students must demonstrate that they have sufficient funding to attend Metropolitan State University of Denver for one academic year. International students are ineligible for financial aid provided by the U.S. government or State of Colorado.

Change in Enrollment Status

Any change in your enrollment status may affect your ability to maintain satisfactory academic progress (see Satisfactory Academic Progress below).

Partial Withdrawals

Adjustments to your enrollment after disbursement of financial aid may impact your financial aid eligibility. Please be aware that withdrawals from classes will negatively impact your satisfactory academic progress performance.

Complete Withdrawals

In general, students receive no refund of tuition and fees if they withdraw from the university after the 10th day of classroom instruction (is this true for all parts of term? Generally, we use census date to indicate the difference between a drop and a withdraw.) . Federal financial aid regulations require that financial aid is recalculated whenever a student withdraws from Metropolitan State University of Denver, either officially or unofficially. The recalculation determines the amount of aid a student has "earned," by prorating according to the percent of the term completed before withdrawing.

For example, a student who withdraws after completing only 30 percent of the term will have "earned" only 30 percent of aid eligibility. A student who completes more than 60 percent of the term is considered to have "earned" 100 percent of his/her aid eligibility. In addition, any student attending a shorter session (a "module") may need to re-confirm future attendance in that term; otherwise, a withdrawal calculation will be done. Any financial aid considered "unearned" may be returned to the US Department of Education resulting in a repayment of aid a student has already received.

Once a student officially withdraws, the Financial Aid Office will determine if/what is owed and will provide notification of adjustments to financial aid funding. If you have questions about what will happen when you withdraw, please contact the Financial Aid Office.

Unofficial Withdrawals

The University verifies attendance for any student who unofficially withdraws or receives all F grades for a term. If attendance cannot be verified, students will be required to immediately repay all financial aid received for that term. Satisfactory Academic Progress Review

Students applying for or receiving financial aid must meet satisfactory academic progress standards at the University. These requirements are reviewed at the end of each semester once the semester's grades are made official. Your academic progress is considered satisfactory if you:

- maintain a minimum comprehensive GPA consistent with University requirements. The University requires all graduate students to maintain a minimum cumulative GPA of 3.0. Programs may have more stringent requirements.
- pass 75% of all credit hours attempted while enrolled as a graduate student at the University.

- complete your degree requirements within the maximum time allowed.

The University reviews financial aid files at the end of each term. If you are not making satisfactory academic progress or do not meet the semester completion requirements, you will be ineligible for financial aid until you are once again making satisfactory academic progress.

Appeals

If extenuating circumstances impacted your ability to meet Satisfactory Academic Progress standards, you may submit a written appeal to request reinstatement of your financial aid eligibility. Examples of extenuating circumstances include the death of a family member, illness, injury to the student or similar circumstances. In filing an appeal, you must document any extenuating circumstances that prevented you from making satisfactory academic progress.

General University Policies

Contents

- [Academic Considerations for Students who Nurse after Childbirth](#)
- [Children in Classrooms and Workplaces Policy](#)
- [Health Insurance Requirement](#)
- [Immunizations](#)

Additional University Policies pertaining to Amorous Relationships, Discrimination, Equal Opportunity, Harassment, Sexual Harassment, and Violence, along with other University Policies, can be found in the Metropolitan State University of Denver Policy Library (<https://www.msudenver.edu/policy/policy-library/>).

Additional University Policies pertaining to Email, Computing, Security, and Electronic Communications, along with other University Policies, can be found in the Metropolitan State University of Denver Policy Library (<https://www.msudenver.edu/policy/policy-library/>).

Academic Considerations for Students who Nurse after Childbirth

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

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

- Schedule classes that meet for no more than two hours at a time.
- Schedule classes that are not back-to-back to ensure ample time between classes for pumping to occur.
- Allow enough time between your work schedule and classes to ensure ample time for pumping prior to the beginning of class.
- Consider on-line courses if this mode of instruction fits better with your pumping needs.

- Be aware that there is a higher percentage of summer semester courses (compared with fall and spring semester courses) that are longer in length, and that certain summer semester courses may not be suitable choices.

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

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

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

MSU Denver PRIMARY Lactation Room Locations and Access Instructions

| Building | Room Number/Address | How to Access Lactation Space |
|--------------------------------|---------------------|---|
| Student Success Building (SSB) | Room 321 | Access to the lactation room in the Student Success Bldg requires women to obtain a key from Human Resources in room 309. Women may check out a key for one semester and renew as needed. |
| Science (SI) | Room 2088 | Access to the lactation room in the Science Building requires that women check out a key from the Institute for Women's Studies and Services at 1059 Ninth Street Park. Women may check out a key for one semester and renew as needed. |

| | | |
|--|------------------------|---|
| | | *Location has a refrigerator, sink and power outlets. |
| Institute for Women's Studies and Services | 1059 Ninth Street Park | Access to the lactation room in the Institute for Women's Studies and Services is on a walk-in basis 8 a.m. to 5 p.m. Monday-Friday. Women need only to check in with a staff member in the reception area. *Location has sinks, microwave and refrigerators. Minimal, temporary storage for breast milk and/or pumps. |

MSU Denver SECONDARY Lactation Room Locations and Access Instructions

| Building | Inquire at this Location Within the Building | How to Access Lactation Space |
|------------------------------|---|--|
| Plaza Building (PL) | Health Center at Auraria, Room 150 | Access to the lactation space room in the Plaza Building can be gained by meeting with Health Center personnel (room 150) to arrange for such use. Arrangements must be made in advance before first use of room. |
| Central Classroom (CN) | Social Work Department, Room 201 | Access to the lactation space room in Central Classroom can be gained by meeting with the Social Work Department (SWK) personnel (room 201) to arrange for such use. Arrangements must be made in advance before first use of room. |
| Administration Building (AD) | West Campus, School of Business Dean's Office Room 540 | Access to the lactation space room in the Administration Building can be gained by meeting with the School of Business personnel in the Dean's Office (room 540) to arrange for such use. Arrangements must be made in advance before first use of room. |
| Arts Building (AR) | Art Department, Room 187C | Access to the lactation space room in the Arts Building can be gained by meeting with the Art Department office manager (room 187C) to arrange for such use. Arrangements must be made in advance before first use of room. |
| King Center (KC) | Political Science Department, | Access to the lactation space room in the King Center can be gained by meeting with the Political Science Department office manager (room |

| | | |
|--|----------|--|
| | Room 498 | 498) to arrange for such use. Arrangements must be made in advance before first use of room. |
|--|----------|--|

Children in Classrooms and Workplaces Policy

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

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

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

Definitions

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

Health Insurance Requirement

MSU Denver students taking nine (9) or more credit hours in the Fall or Spring are **required to have health insurance** that complies with the University requirement. To learn about the health insurance requirement,

please view a brief video at: <https://healthcenter1.com/domestic-health-insurance-requirement/>

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

Option One: Students can accept automatic enrollment in the University sponsored Student Health Insurance Plan (SHIP). Enrollment is automatic when a student registers for nine or more credit hours in the Fall or Spring semester.

Option Two: Students insured by an outside federally compliant health plan can submit an online health insurance waiver form by the published semester deadline to opt-out of the University sponsored SHIP.

Additional details regarding both options can be found by going to:
<https://healthcenter1.com/opt-out-waiver-instructions/>

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

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

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

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

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

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

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

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

Students living in on-campus housing must provide proof of Meningococcal Meningitis Immunization within the most recent 5 years. Those who have not received this immunization have two options:

1. Complete the [Auraria Immunization Compliance Form](#) and indicate in the Meningococcal Waiver section that you have reviewed and understand the risks of contracting meningococcal meningitis and do not intend to receive the vaccine.
2. Schedule a vaccination. Vaccination is available at The Health Center at Auraria or with your healthcare provider. Health insurance covers 100% of routine vaccines. Call 303-615-9997 to schedule and/or verify insurance eligibility."

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

For additional information go to:
<https://healthcenter1.com/immunization-requirement/>

Immunizations

Graduate Academic Regulations

The academic policies described in this section apply to all graduate degree and certificate programs and are approved by the Graduate Council and the Academic Policy Committee of the Faculty Senate and administered by the Office of Graduate Studies. Under this general regulatory umbrella, each graduate program is locally administered by an academic unit assigned by the university. The academic unit may be a department, or a college. Although an academic unit may develop local regulations for a specific graduate program under its control, the local regulations must be consistent with these academic policies and are therefore subject to review and approval by the Graduate Council. It is the responsibility of all faculty members and graduate students to become thoroughly familiar with all policies that govern the graduate program in which they participate.

Language Requirement

English is the language of instruction at Metropolitan State University of Denver. Graduate students must be proficient in English and may be required to demonstrate a prescribed level of ability. Minimum standards are set by the Office of Graduate Studies can be found in the Applying for Admission as a Graduate Student section of this catalog.

Simultaneous Enrollment

The following dual enrollment options apply:

- a. **Dual degree programs enrollment:**
With the written permission of both graduate degree programs, strong students (as defined by both degree programs) may enroll into two graduate degree programs concurrently. Students may double count up to 12 credits (six from each program), on which both programs must agree. Programs are not obligated to allow any double counting.
- b. **Graduate degree plus graduate certificate enrollment:**
Students may enroll in a graduate *degree* program plus a graduate certificate program simultaneously.
- c. **Enrollment in a degree granting program plus two graduate certificate programs:**
The enrollment in a degree granting program plus two graduate certificate programs is not permitted.
- d. **Enrollment in two graduate certificate programs:**
Students may enroll in two graduate certificate programs simultaneously. If both graduate certificate programs have one course in common, both certificate programs can agree to count this course for both graduate certificates. Alternatively, one of the graduate certificate programs must guide the student towards a replacement course.

- e. **Enrollment in an undergraduate program for students who already earned a BA/BS degree:**

With the agreement of both the undergraduate major program and the graduate program, a student who already holds an undergraduate degree is allowed to enroll concurrently in an undergraduate program and a graduate program. For documentation of this agreement, the UG/GR Dual Enrollment Form should be submitted to MSU Denver Graduate Studies, and a copy should also be archived in each program.

Graduate Student Advising

Thoughtful, comprehensive advising is critical to the success of every graduate student. In this context, the word "advising" is used broadly to encompass:

Academic Planning: This includes helping students map out a plan for completing the degree or certificate requirements, adjusting the plan to accommodate changes that may occur in the student's life, and helping students meet the administrative requirements of the program and the university.

Professional Development: This includes helping students make conceptual connections among courses, improve their research skills, build their professional networks, conduct research that contributes to existing knowledge within the discipline, and when appropriate make a successful transition from graduate student to working professional. This kind of comprehensive advising requires an ongoing partnership, lasting from admission to graduation that is based on mutual respect and understanding and in which all parties work to create a learning experience that allows students to:

1. Develop a plan for completing the degree or certificate within a reasonable time and adjust the plan when it is in the student's best interest
2. Develop a level of expertise in a topic
3. Improve their ability to use the methods and technology of their discipline
4. Contribute as a member of a professional community of practice within their discipline
5. Engage in continued learning after graduation

At Metropolitan State University of Denver, graduate students work with an advisor, supervisory committee, and/or procedural advisor. Refer to specific program handbooks for more detail.

Advisor

Graduate students must be under the guidance of an advisor if they are not under the guidance of a supervisory committee. An advisor may be a professional staff member or a member of the faculty and is appointed by the graduate program. It is permissible for the Graduate program director to serve as the advisor for all students enrolled in the graduate program. It is also permissible for an advisor to guide a master's student through all graduate activities except for a culminating activity that requires a supervisory committee. Once appointed, the advisor is the primary source for program information and advice and works with the student on matters related to both academic planning and professional development. At any point

during an academic program, either the program or the student may request an advisor change to best match the student's academic interests or professional goals. Any advisor change should be the result of consultation among the student, current advisor, proposed advisor, Graduate program director, and because of possible faculty workload considerations, the department chair. The program should inform the Office of Graduate Studies of any advisor change by sending an e-mail to ogs@msudenver.edu.

Supervisory Committee

A supervisory committee is required for any master's student engaged in thesis activity. A supervisory committee is composed of members of the faculty who are appointed by the graduate program and charged with the guidance of a student admitted to a specific graduate degree program. The committee consists of a major advisor who serves as chair plus at least two (2) but no more than four (4) additional members who are chosen to provide a broad range of knowledge and expertise to the student. No student may remain in a graduate program that requires a thesis without a major advisor named as part of the supervisory committee. The major advisor is the primary mentor for the student. A majority of the committee members must hold full-time appointments in the department(s)/program(s) responsible for granting the degree or the participating departments in the case of interdisciplinary programs. In all cases, the fundamental principle is that the committee, collectively, should be constituted to provide the best possible guidance throughout the student's career, including their thesis work. Graduate students should take an active role, working with their advisor, in identifying faculty members to serve on their supervisory committee. Once possible committee members are identified, the student completes an Appointment of Supervisory Committee form and submits it for signature by the specified committee chair and Graduate program director. This form must include a recommended committee membership based on a reasonable match between student and faculty academic interests. The form is then submitted to the Office of Graduate Studies for review. Once satisfied with the recommended committee, the Associate Vice President of Graduate Studies formally appoints the committee and sends e-mail notifications to the Graduate program director and the student (using the student's MSU Denver e-mail address). The Appointment of Supervisory Committee form should be submitted as early as possible in the student's graduate career. A change in the membership of the supervisory committee can be made after initial appointment by submitting an updated Appointment of Supervisory Committee form. This should be done according to policies and procedures developed by the graduate program and only with the approval of the Office of Graduate Studies.

Academic Performance

A fundamental requirement for satisfactory academic performance is that, with very limited exceptions, students with a cumulative grade point average (GPA) below 3.00 are ineligible for graduation from a graduate degree or certificate program. Students with a cumulative GPA that drops below 3.00 at any time should consult with their advisory or Graduate Program Coordinator for advice and possible options.

Cumulative GPA Requirement All students admitted to the Office of Graduate Studies, including degree and certificate students and nondegree-seeking students, must meet the cumulative GPA requirements described in this section. A student admitted to the Office of Graduate Studies must maintain a minimum cumulative GPA of 3.00, including transfer courses. If the cumulative GPA is below 3.00 at the end of an enrolled semester (including summer), the student is placed on probation. At the end of the next enrolled semester (including summer), the Office of Graduate Studies reviews the student's progress and takes one of the following actions:

1. Remove the student from probation if the cumulative GPA is 3.00 or above.
2. Continue the student on probation if the cumulative GPA is below 3.00 and the semester GPA is 3.00 or above. Students may continue on probation for an unlimited number of semesters but will be ineligible for graduation if their cumulative GPA is below 3.00 at the end of their graduation semester. Students should consult their advisor or the Graduate Program Coordinator for advice and possible options.
3. May dismiss the student from their graduate program and Metropolitan State University of Denver if the cumulative GPA is below 3.00 and the semester GPA is below 3.00, depending on program requirements. Students who are dismissed are administratively withdrawn from their courses and cannot register for classes until they are either reinstated to the graduate program or readmitted to the Office of Graduate Studies. Students who request reinstatement and are granted reinstatement to the program within 30 calendar days are not required to reapply to the Office of Graduate Studies. A new online application and application fee is required after 30 days, or when a student's request for reinstatement is denied.

In each case, the Office of Graduate Studies informs the graduate program via e-mail. The graduate student works through this process with the guidance of a graduate program representative.

Academic Performance at Graduation

All students enrolled in a degree or certificate program must meet the following academic performance requirements at the end of their final (graduation) semester: (1) cumulative GPA requirement, (2) program GPA requirement, and (3) individual course requirements. Failure to meet these requirements will result in dismissal.

Students may appeal their dismissal only in the situation in which they meet both of the following conditions:

- They changed graduate programs after their initial admission to the Office of Graduate Studies.
- Their semester GPA was 3.00 or above in all semesters (including summers) after their change of graduate programs.

In each case, the appeal will be carefully reviewed by the Office of Graduate Studies and the timeliness of the appeal will be considered.

Program GPA Requirement

The program grade point average (program GPA) is the grade point average computed for this set of courses. If the program GPA is less than 3.00, the student is ineligible for the degree or certificate and should consult their advisor or the Graduate program director for advice and possible options.

Individual Course Requirements

The minimum passing grade for all graduate courses is a "C-" (C minus), and no more than two "C" level grades (C-, C, C+) may count toward graduation. Individual graduate programs might use higher grades as the minimum passing course grade. In all cases, students must make sure that low passing grades are compensated with stronger grades so that the minimum required cumulative GPA of 3.0 or higher (dependent on the specific graduate program) can be reached for graduation.

Repetition of Graduate Courses

A graduate student who has completed a graduate course for credit may attempt to repeat that course to improve the grade, but only once and only with the written approval of the Graduate program director using the Request to Repeat a Graduate Course form. All course registrations on record beyond published drop dates for each semester or session appear on the student transcript and GPA computations are carried out according to Metropolitan State University of Denver policy.

Transfer Credit

Transfer credit is academic credit that is awarded to a student by another college or university and is approved for application to the requirements of a graduate certificate or degree at Metropolitan State University of Denver. Transfer credit must satisfy the following restrictions:

1. Transfer credit must be graduate academic credit representing a grade of A or B awarded by a regionally accredited U.S. college or university or by a non-U.S. institution of higher education that is approved for transfer purposes by the International Admissions Office. Continuing education units (CEU) and other nonacademic credits are ineligible as transfer credit.
2. Culminating activity courses, courses where the grade is based only on attendance, and courses representing experiential learning, regardless of the level (undergraduate or graduate), are ineligible as transfer credit.
3. Credit applied to meet the requirements of a previously earned degree of any type at another institution is ineligible for use as transfer credit
4. Application of transfer credit must be approved by the graduate program.
5. Transfer credits are credits that are imported from outside the university. Resident credits have all been earned at MSU Denver. Transfer credits must not exceed 1/3 of the total number of credits that are required for graduation in the selected graduate program. The number of resident graduate credits that a graduate program can adopt is not restricted, and, just as for transfer credits, programs have to decide which of the resident graduate credits are

compatible with the graduate program's design and requirements.

The maximum transfer credit that can be applied to meet the requirements of a graduate certificate or degree is limited by the fundamental requirement that at least two-thirds (2/3) of the total credit requirement for a degree or certificate must be earned after admission to the program. A graduate program may impose a more restrictive transfer policy (fewer allowed transfer credits) for that program.

Application of Credit Already Applied to a Graduate Certificate

A graduate certificate is viewed by some programs as an intermediate accomplishment or stepping stone between a baccalaureate degree and a master's degree. The Office of Graduate Studies therefore allows graduate credit (but not undergraduate credit) earned at Metropolitan State University of Denver and previously applied to meet the requirements of a Metropolitan State University of Denver graduate certificate to also be applied to meet the requirements of a Metropolitan State University of Denver master's degree. Relevant or applicable graduate coursework completed at Metropolitan State University of Denver can be applied to graduate degree requirements if a student wishes to pursue a graduate degree.

Choice of Graduate Catalog

A student enrolled in a graduate degree or certificate program may choose to meet the requirements for that program as defined in any annual edition of the Metropolitan State University of Denver Graduate Catalog in effect after the student is admitted to the program by the Office of Graduate Studies. Students may not elect to follow a catalog that was used prior to their admission into a graduate program at Metropolitan State University of Denver. Changing catalog may incur additional coursework and/or requirements.

Adjustment of Academic Requirements

The Metropolitan State University of Denver Graduate Catalog chosen by a student determines the program requirements that must be met by the student. The specific courses that have been approved by the Office of Graduate Studies as meeting those program requirements are known as the academic requirements for the student. A student may request a change in academic requirements only by submitting an Academic Adjustment Requirements form to the Office of Graduate Studies for review and approval.

Theses

Not all graduate programs require a thesis, please see your program handbook for details. Students who select a thesis option must remain mindful that like all Metropolitan State University of Denver researchers, graduate students engaged in thesis research are expected to carry out their research in an ethical and responsible manner. This includes consideration for human subjects, and animal subjects. A student must undergo a process involving three primary steps on the way to satisfying the thesis requirement of a graduate degree

program. These steps must be taken in proper order, and each subsequent step cannot be undertaken until the student successfully completes the prior step.

Defense: The student defends the thesis before a committee known as the defense committee (which always includes the supervisory committee). This event is formally referred to as the final oral defense.

Final Reading Approval: The student makes any modifications that may be required by the defense committee and submits the revised thesis to the chair of the supervisory committee (or designee) for final reading approval.

Format Review: The student electronically submits the thesis and supporting documentation to the Office of Graduate Studies for a format review and will request to any corrections that may be required by the Office of Graduate Studies.

- This format review is guided by a detailed requirements and procedures described in a manual called Standards and Guidelines for Theses. A thesis that does not conform to the standards and guidelines will be returned by the Office of Graduate Studies to the student for corrections. The issues addressed in the standards and guidelines ensure that the thesis is complete in terms of the components required by the Office of Graduate Studies, that the final version meets technical publication standards (e.g., minimum margins for binding purposes), and that certain legal requirements involving copyright are given proper attention by the student.
- An official format review cannot be initiated until the chair of the supervisory committee (or designee) has granted final reading approval of the thesis. However, the Office of Graduate Studies will provide preliminary advice on request.

Final Version: After the thesis passes the format review, the student submits the final version as an electronic file to the Office of Graduate Studies for review by the Associate Vice President of Graduate Studies (or designee). This should be done before the deadline published in the academic calendar. The thesis requirement

of a graduate degree program is not considered satisfied until the final version has been approved by the Associate Vice President of Graduate Studies. When submitting the final version:

1. The student should submit an Access Agreement for a Thesis form. Because a thesis is a significant contribution to a discipline, the Office of Graduate Studies requires that all theses be archived and made publicly accessible. This is done through ScholarWorks, a digital university repository overseen by the Auraria Library. The conditions for public access to a thesis may vary depending on a variety of circumstances. These conditions are requested by the student and reviewed by the Office of Graduate Studies in the access agreement. Approval by the Office of Graduate Studies of an access agreement is a graduation requirement for all students who complete a thesis as part of a graduate degree program.
2. The student can order archival bound paper copies of the thesis as required by the department and for personal use. The Office of Graduate Studies provides an electronic process for a student to order paper copies.

Name Used on a Thesis

The name used on a thesis must match the author's name as it appears on official Metropolitan State University of Denver records. Students may choose to omit a middle name or use an initial. But the name used must be consistent throughout the thesis and the accompanying paperwork (Defense Committee Approval, Final Reading Approval, and Access Agreement).

Culminating Activity

The term culminating activity refers to a summary exercise that is carried out by a graduate student with a high degree of independence. It is based on advanced study and accumulated graduate experience. It is integrative in nature, and is typically the focus of the student near the end of their graduate career. Satisfactory completion of a culminating activity (or part of a culminating activity) is normally recorded by a grade in a graduate course set up specifically for that purpose (e.g., 592 Portfolio).

Graduation Information

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

Degree Progress Report

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

Graduation Procedures

Applying for Graduation

Students nearing completion of the requirements for a graduate degree or certificate program must apply for graduation. This initiates a final audit of the student's academic records by the Registrar's Office and reserves an official embossed diploma or certificate. To apply for graduation, students log onto the Student Hub. This process should be completed no later than the deadline published in the [Academic Calendar](#) for the semester session in which the student intends to complete the degree or certificate requirements. The month of the expected date of graduation is May for students finishing in the spring semester, August for students finishing in the summer session, and December for students finishing in the fall semester.

Graduation Checklist

- Review the Requirements for your degree/certificate program.
- Review the Academic Policies and Procedures (pertaining to the Degree Progress Report, graduation, diplomas and commencement, and honors and awards).
- Review your Degree Progress Report with your major department.
- If necessary, correct any discrepancies on the Degree Progress Report in consultation with your major department advisor.

- File an online Application for Graduation by the deadline listed in the [Academic Calendar](#).
- Ensure correct address is on file with the Office of the Registrar.

For a complete graduation checklist and details refer to the [Office of the Registrar Graduation website](#).

Commencement Ceremony

Candidates for graduate degrees are eligible to participate in commencement. Students completing a graduate certificate program are not eligible to participate in commencement unless they are also candidates for a graduate degree. Diplomas and certificates are mailed to recipients after satisfactory completion of a final degree audit of all program requirements by the Registrar's Office approximately 6-8 weeks after the end of the semester.

Diplomas and Transcripts

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

Official transcripts with the posted degree will be available approximately four weeks after the semester ends. Students may request transcripts as early as the middle of their last semester and indicate that it is to be held until the degree is posted. Transcripts may be requested in person at the Office of the Registrar, Student Success Building, Suite 160 (#3), by fax at 303-556-3999, or via the web at the Registrar's homepage msudenver.edu/registrar under "Students," then "Transcripts."

Program Time Lines

All time lines associated with graduate degree and certificate programs are published each semester or summer session in the Metropolitan State University of Denver [Academic Calendar](#). These time lines include application and fee payment deadlines, last day to add and drop courses, starting and ending dates for semesters and sessions, last days for filing program forms, final oral defenses, and the submission deadlines for theses. It is the responsibility of the student to be familiar with these time lines.

Open Educational Resources (OER)

Open Educational Resources (OER) are teaching and learning materials in the public domain or licensed to give everyone free and ongoing permission to retain, reuse, revise, remix, and redistribute the materials. Open textbooks are a type of OER, and a large selection of open textbooks can be found at <https://open.umn.edu/opentextbooks>. Many MSU Denver faculty utilize open textbooks and other OER in courses to enhance the student experience and decrease course material costs. Courses with no materials cost (for textbooks, online homework systems, etc.) may be marked with a no-cost for materials designation in the course schedule, and courses with a total materials cost of \$40 or less may be marked as low-cost for materials.

Registration and Records

- [Registration](#)
- [Academic and Fee Policy](#)
- [Academic Calendar](#)
- [Changes in Registration](#)
- [Course Load/Restrictions](#)
- [Definition of Full-time Graduate Status](#)
- [Emergency Withdrawal](#)
- [Falsified Transcripts and Diplomas](#)
- [Full-Time Enrollment for International and Exchange Students](#)
- [Full-time/Half-time Status](#)
- [Legitimate Academic Interest](#)
- [Mandatory Participation Verification](#)
- [Military Leave for Students Active or Inactive Duty](#)
- [Official Transcripts](#)
- [Preferred Name](#)
- [Selective Service Registration](#)
- [Verification of Enrollment Status](#)
- [Waitlist](#)

Registration

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

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

Information on the registration procedure, registration dates, and student responsibilities and obligations related to registration is available via the [Student Hub](#).

Students should review the sections of this catalog that describes in detail the academic programs available at MSU Denver.

The Office of the Registrar will send an e-mail message to the student's university assigned/official email address, inviting the student to register, which includes registration information and registration time assignments. Registration is permitted by time assignments only. Students may register via the web on or after their assigned time.

MSU Denver offers students a completely online system for planning their schedules and registering for classes. As a student, you are responsible for knowing the deadlines, rules, regulations, course loads, prerequisites, and policies of the University, as well as those of the college or school in which you are enrolled.

Academic and Fee Policy

Once a student registers for classes, the student remains registered and is held responsible for the fees and grades assessed for these classes unless the student cancels their registration. If a student neither pays for or nor attends these classes, they are still held responsible for the fees and grades assessed. If a student decides not to attend any classes, they must drop all of them (including classes that begin later in the semester) no later than the published deadline (see the Academic Calendar) through the Student Hub.

If a student does not cancel registration or pay fees by the fee payment deadline, the student will remain registered, and will be charged course fees, and assessed a late payment penalty.

Note: Cancellation of courses may have financial aid implications. Students may be required to repay all, or a portion of, any financial aid awarded.

Academic Calendar

Metropolitan State University of Denver's Academic Calendar, lists all registration deadline dates for the current catalog year for full term courses and can be found in the [front of this catalog](#) and on the Registrar's website (<https://msudenver.edu/events/academic/>). The calendar specifies the following: registration, adding and dropping classes, and withdrawals. Students are strongly encouraged to become familiar with this calendar, especially the add/drop dates, and application for graduation. Students enrolled in terms other than full-term must check the detailed schedule in the student hub for specific add/drop/ withdraw dates.

Changes in Registration

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

Drop/refund and withdrawal deadlines are located via the [Student Hub](#) on the Student Detail Schedule.

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

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

Course Load/Restrictions

Students who wish to take more than 15 semester hours (12 in the summer semester) must have a minimum GPA of 3.00, have approval from the graduate program director, and have approval from the Associate Vice President of Graduate Studies.

Definition of Full-time Graduate Student Status

The Office of Graduate Studies at Metropolitan State University of Denver recognizes six (6) semester hours during a regular semester (fall, spring and summer) as the minimum full-time course-load. Individual graduate programs may require more.

Emergency Withdrawal

Called to Active Military Duty:

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

Veteran and Military Student Services, Tivoli 215, 303-605-0044, veterans@msudenver.edu.

Other Emergency Withdrawal:

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

Office of the Registrar, Student Success Building, Suite 160 (#3), 303-556-3991, Regquery@msudenver.edu.

Office of the Bursar, Student Success Building, Suite 150 (#4), 303-615-0070.

Falsified Transcripts and Diplomas

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

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

Full-Time Enrollment for International and Exchange Students

For the purpose of verifying enrollment, a graduate student must be enrolled in at least six (6) credits to be considered "full time" in the fall and spring semesters (with the majority of credit taught in campus). New International or exchange students who being their studies in the summer semester are required to attend full time. A minimum of three (3) credits is required during the summer for international students to be considered full time. This does not change the requirement for international students who have a Graduate Assistantship (GA) to be registered in six (6) credits during Fall and Spring but can maintain their GA without summer registration. In determining whether a student is enrolled full-time, Metropolitan State University of Denver counts all credit hours on the student's registration form, including courses under audit status, and courses being repeated. In short, nearly every combination of any type of credit hour counts toward the required credit total.

Definition of Full-time and Half-time Status

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

| | |
|---------------------|--------------------------|
| Full-Time | 6 or more semester hours |
| Half-Time | 3-5 semester hours |
| Less than Half-Time | 2 semester hours or less |

Legitimate Academic Interest to Attend a Course

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

Mandatory Participation Verification

To comply with Title IV regulations for federal financial aid, MSU Denver must determine if a student earned and maintained eligibility for their financial aid funds. Financial aid eligibility is determined based on a student's participation in an academically related activity during the first two weeks of full-term courses. For shorter-term courses like Winterim, Maymester, and Parts of Term, participation will be collected on the published Census Date for that term or course.

Beginning of Term Verification

On the Census Date for all terms and parts of term, Faculty will be required to indicate if a student failed to begin participation in the course. Participation means that a student engages in an academically related activity (see below).

When Faculty submits information that the student has not participated, the student will be administratively dropped by the Registrar's office from the course. Financial aid will be prorated or canceled. This may require the student to repay all or a portion of the financial aid already released to them. The student will no longer appear on the class roster.

Students who demonstrate that they did participate in an academically related activity and were inadvertently dropped, have the option to request reinstatement into the course(s) with instructor(s) permission.

Note: an administrative drop from a course or courses may also impact eligibility for other programs such as Veterans Education Benefits, students attending MSU Denver on F-1 Visa, etc.

Participation will be defined by the Faculty and will be listed in the syllabus for each course.

Per federal guidelines, faculty and students are encouraged to consult the latest federal definitions for [Last Date of Attendance](#) to establish a clear understanding of participation requirements.

Grades & Last Date of Participation

When submitting final grades, for any students receiving a failing grade (F grade), Faculty will be required to indicate if the student completed the class, did not attend at all, or has not participated in an academically related activity since a specific date. For students who have not participated in an academically related activity since a specific date, entry of a last date of participation will be required.

Military Leave for Students Active or Inactive Duty

Members of the State or National Guard, Reserve, or active United States Military, who are called to active or inactive duty (e.g. drill, annual training) will not be academically penalized for that service. When a military student is notified of being called to duty, the student must notify all instructors and Veteran and Military Student Services.

Students activated may have different options, depending on the time of semester the student is called to duty and length of duty. In consultation with the student's faculty member, options may include:

- Completion of any missed work without penalty to their grade provided that satisfactory academic progress is being made,
- Drop;
- Withdrawal;
- Administrative Withdrawal; or
- Incomplete.

The student is required to present proof of training schedule, official orders or letter from the service member's unit to Veteran and Military Student Services. Veteran and Military Student Services will then contact each instructor and obtain the requirements for course completion. The requirements will be sent to the student and kept on file.

Veteran and Military Student Services, Tivoli 215, 303-615-0440, veterans@msudenver.edu.

Official Transcript (Official Academic Record)

The official transcript is a certified copy of the student's permanent academic record at Metropolitan State University of Denver. It contains the official signature of the Registrar and the official seal of the University.

Students may order official transcripts online through a third party ordering system (<https://www.msudenver.edu/registrar/transcripts/>).

Preferred Name

MSU Denver is aware that many of its students use a first name other than their legal name. As part of being a welcoming and inclusive campus, MSU Denver will implement changes to increase the use of the preferred first name. However, a student's legal first name will continue to be necessary in certain records and communications;

therefore, both the legal first name and preferred name (if desired) will be stored within primary information systems. A student can add/update a preferred first name in their [Student Hub](#).

Selective Service Registration Certification

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

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

Verification of Enrollment Status

Student enrollment status is public information unless you have notified the University that you want it to be treated as confidential (see FERPA). In responding to requests outside the university, Metropolitan State University of Denver will use the following definition in [Figure 1](#). Requests for verification of enrollment status often come from such businesses as employment agencies, insurance companies, and lending agencies. Students may receive a copy of an enrollment request through the student hub (<https://msudenver.edu/studenthub/>).

| Figure 1: Schedule to Determine Graduate Enrollment Status | |
|--|---------------------|
| Number of Credits (currently enrolled) | Enrollment Status |
| 6 or more | Full-Time |
| 3-5 | Half-Time |
| 2 or less | Less than half time |

Waitlist

When a course is full, a waitlist is created to facilitate registration for open spaces that may occur. Course waitlists are available from the start of registration through the first week of class but vary by department. The waitlist will record the time and date that the student placed his/her name on the waitlist and students will be notified of an opening via their college-issued email account. Please refer to the Registrar's Office [Waitlist Procedures](#) for waitlisting procedures. The student will receive an email notification once an opening is available that is time-sensitive. This means that:

1. The student must check their msudenver.edu email account daily while on a waitlist.
2. The student needs to check with the department regarding specific waitlist policies.
3. Once the student has been enrolled, if they decide they do not want to remain in the course, they will be responsible for dropping themselves by the prescribed deadlines from the course.
4. Students will be responsible for tuition and fee charges associated with courses enrolled from a waitlist if they do not drop themselves by the [prescribed deadlines](#).

Regulations for Master's Programs

Description

Although programs leading to a master's degree are very diverse, they generally fall into two categories depending on overall emphasis and the nature of the culminating activity.

- Scholarly programs emphasize research or creative activities and require a thesis that is defended formally in a public setting and made publicly accessible through the university archive.
- Professional programs emphasize the application of advanced knowledge and skills and require a project, capstone course, series of practica, or comprehensive examination.

Both scholarly and professional master's programs involve substantial study beyond the baccalaureate degree, impart the methodology of discovery or creation in a given discipline, and prepare students to contribute at an advanced level to the workplace and to the community.

Degree Requirements

Advisor or Supervisory Committee

A student admitted to a master's program must be under the guidance of either a supervisory committee or an advisor appointed soon after admission (see Graduate Student Advising).

Credit Requirements

The program of study leading to a master's degree must include at least 30 total credits. All credit applied to meet the total credit requirement must be graduate academic credit. At least two thirds (2/3) of the total credit requirement must be earned at Metropolitan State University of Denver after admission to the master's program. All credit must be approved for application by the chair of the supervisory committee or the advisor.

Language Proficiency

Graduate students must be proficient in English and may be required to demonstrate a prescribed level of ability. If language ability beyond proficiency in English is required, the means of verification are defined by the graduate program.

Culminating Activity

The program of study leading to a master's degree must include at least one culminating activity. The culminating activity or activities should be represented in the program by nonzero credit but cannot exceed one third (1/3) of the total credit requirement. Exceptions to

the culminating activity requirement can be made by a master's program and must be approved by the Office of Graduate Studies.

Final Oral defense

A student enrolled in a master's program with a thesis requirement must pass a final oral defense that probes their ability to describe and defend all aspects of the thesis in both a public setting and a private conference with a supervisory committee.

Time Line on Degree Completion

The minimum duration of study for the master's degree is one academic year after admission to the graduate program. All requirements for a master's degree (including transfer courses) must be started and completed within a single continuous interval of no more than six (6) years. This single continuous interval includes summers and any semesters in which the student is not enrolled. In addition, it must encompass all courses applied to the degree, including transfer courses.

Restrictions on Certain Courses

All master's programs must be consistent with the following restrictions. A particular master's program may impose more stringent restrictions for that program.

Aggregate Restriction

No more than one third (1/3) of the total credit requirement exclusive of culminating activity credit can be met by the aggregate of credits earned, via pass-fail courses. An exception to this restriction may be considered when the courses are outside the major field of study, are taken to expand interdisciplinary educational experiences, and are approved by the graduate program and the Office of Graduate Studies by an academic adjustment.

Thesis

A thesis documents original research or creative activity carried out by a student enrolled in a master's program. A research thesis is characterized by a clearly stated proposition or hypothesis that is investigated using analysis and synthesis of data or other scholarly evidence. The thesis must include a discussion of the relevant literature and demonstrate the ability of the student to independently and successfully address a significant intellectual problem with concepts and methods that are accepted in the major field of study.

Registration for Thesis Credit

A master's student must register for at least one credit of 6995 Thesis in any semester or session in which the student is engaged in thesis activity, including the semester or session of the final oral defense, regardless of the number of 6995 Thesis credits already accumulated by the student. The student cannot undertake the final oral defense unless enough 6995 Thesis credit has been accumulated to meet the degree requirement for such credit. The student is not required to register for 6995 Thesis credit in the semester or session subsequent to the semester or session in which the Office of Graduate Studies receives the format review copy of the thesis and the Final Reading

Approval pages signed by the chair of the supervisory committee (or designee). The student must submit the format review copy and the signed Final Reading Approval pages to the Office of Graduate Studies no later than the last day of the final exam week of the semester or session. Failure to meet this deadline will require the student to register for at least one credit of 6995 Thesis in the subsequent semester or session.

Thesis Grading All 6995 Thesis credits are graded in-progress (IP) until a final grade of either pass (P) or fail (F) is assigned by the master's program. A grade of pass (P) is assigned to all 6995 credits if the final oral defense is passed, and a grade of fail (F) is assigned to all 6995 credits if the student fails the final oral defense. See Final Oral defense and Failure of a Final Oral defense below.

Final Thesis Approvals and Procedures A grade of pass (P) in all 6995 credits is not sufficient to satisfy the thesis

requirement for a master's degree and does not clear a student for graduation. A thesis that has been successfully defended by the student at the final oral defense must also:

1. Be granted final reading approval by the major advisor (chair of the supervisory committee).
2. Include a page that contains the research protocol number if appropriate and a statement that the protocol has been approved by the appropriate offices.
3. Pass the format review of the Office of Graduate Studies.
4. Be approved by the Associate Vice President of Graduate Studies.

Thesis Proposal

A thesis proposal must be approved in advance by the supervisory committee. The thesis proposal presents the background, objectives, scope, methods, and time lines of the thesis research. Substantive work done by the student prior to the appointment of the supervisory committee or work represented by credit other than 6995 Thesis (such as Independent Study and Directed Research) is not acceptable for the thesis under any conditions.

Project

A project is a substantial exercise that demonstrates the ability of a master's student to independently and successfully carry out a professional activity similar to what may be encountered in the workplace. Although a final oral defense for a project is not required by the Office of Graduate Studies, the master's program may define procedures for such an examination and require it for all students in the program. The Office of Graduate Studies does not archive projects and does not require that graduate programs archive projects. However, it is permissible for a program to adopt local regulations and implement procedures for archiving some or all projects produced in a particular graduate program. This flexibility acknowledges the great diversity of projects across disciplines and the differing views on their archival value.

Registration for Project Credit: A master's student who is engaged in project activity during any semester or term, including the semester or term in which the project in final form is assigned a grade, must

register for at least one (1) credit of 6985 Project, regardless of the number of 6985 Project credits already accumulated by the student.

Project Grading: All 6985 Project credits are graded in-progress (IP) until a final grade of either pass (P) or fail (F) is assigned by the academic unit responsible for the program. The same grade (P or F) is assigned to all 6985 credits registered by the student during their career in the master's program.

Portfolio

A portfolio is a substantial collection of selected work that demonstrates the student's efforts, progress, and accomplishments in one or more areas of the curriculum. The portfolio is a culminating activity, although students should begin the process early by discussing with faculty how to plan and organize their portfolio. This is followed by the collection of examples of work throughout their academic careers that demonstrate, for example, knowledge of a subject, mastery of a learning process, publishable scholarship or completion of special projects, themes, and/or creative activity. A portfolio must contain the student's thoughts about the learning process, demonstrate the grasp of key information and/or exhibit the development of crucial skills. These reflections can take the form of learning logs, reflective journals, and other forms, as appropriate. The credit(s) awarded should reflect the work required to assemble the portfolio.

Registration for Portfolio Credit: The number of required 6975 Portfolio credits is determined by the master's program. The student registers for the number of required 6975 Portfolio credits during the semester when the portfolio is expected to undergo final evaluation and be assigned a grade.

Portfolio Grading: All 6975 Portfolio credits are graded either pass (P) or fail (F). However, if the final evaluation of a portfolio is delayed, then at the discretion of the academic unit responsible for the program, all 6975 Portfolio credits may be assigned a grade of in-progress (IP). A grade of in-progress (IP) is converted to either pass (P) or fail (F) after the portfolio has undergone final evaluation.

Capstone Course

A capstone course is a graduate course that serves as a final comprehensive assessment of the knowledge and skills of a master's student in the major field of study. As a culminating activity, a capstone course is taken in the last semester of a master's program and may be a grade-point course or pass-fail course. A capstone course may be designated with a program-specific graduate course number or the university-wide graduate course 6965 Capstone Course.

A student who receives a grade of F in a capstone course may not graduate in that semester or term, regardless of whether the student is otherwise qualified to do so. A failed capstone course may be repeated (see Repetition of Courses in the Graduate Academic Regulations section). If repeating a capstone course, a student must enroll for the number of credits required by the course.

Series of Practica

A practicum is a supervised practical application of previously studied theory that takes place in a professional, clinical, or field

setting. The culminating activity for a master's program may be a series of practica completed primarily during the later phases of the program. A practicum may be designated with a program specific graduate course number or may use university-wide graduate course 5980 Practicum/Internship.

Comprehensive Examination

A comprehensive examination assesses depth and breadth of knowledge. When used as the culminating activity or as part of the culminating activity for a master's program, a comprehensive examination cannot be attempted until the student has completed all core courses required by the program and has been admitted to candidacy. The program may impose additional conditions to be met by the student prior to the examination, such as completion of all courses required for the degree.

Considerable autonomy is granted to the graduate program in the design, administration, and evaluation of a master's comprehensive examination. However, the student must be registered for at least one (1) credit of 6955 Master's Comprehensive Examination during the semester or term of the first attempt at the comprehensive examination, and the examination must be administered in time to process and submit the grade when grade reports are due in the Office of the Registrar. If the student passes the comprehensive examination, a grade of pass (P) is submitted for the 6955 credit(s). If the student fails the comprehensive examination, then the program follows the procedure described for failure of a comprehensive examination.

Failure of a Comprehensive Examination

Failure of a comprehensive examination (any attempt by a master's student) is documented by submission of a Report of Failure of a Comprehensive Examination form to the Office of Graduate Studies and by submitting the appropriate grade for 6955 Master's Comprehensive Examination. A comprehensive examination that is failed on the first attempt can be repeated once, but only if a second attempt is requested by the student and approved by the master's program. The request by the student for a second attempt must be in writing to the Graduate Program Director and must be made within ten (10) business days after the student is notified of their failure. If a second attempt is not requested by the student, or if a request is made by the student but not approved by the Graduate Program Director, then a grade of fail (F) is assigned to the 6955 credit(s) and the student is dismissed from the program and Metropolitan State University of Denver by the Office of Graduate Studies. If the student's request is approved by the program, then the second attempt must occur within twelve (12) months after the first attempt, and an incomplete grade (I) is assigned to the 6955 credit(s) until the result of the second attempt is known. If the student does not make the second attempt within twelve (12) months after the first attempt, or if the student fails the second attempt, then a grade of fail (F) is assigned to the 6955 credit(s) and the student is dismissed from the program and Metropolitan State University of Denver by the Office of Graduate Studies. Any extension of the twelve-month limit on the second attempt must be approved by the Graduate Program Director and by the Associate Vice President of Graduate Studies.

Regulations for Graduate Certification Programs

Description

A graduate certificate program is limited in scope relative to a graduate degree program but provides an opportunity for advanced study with a particular focus. Successful completion of a graduate certificate program is a coherent academic

accomplishment that leads to an official notation on the student's transcript. Subject to the regulations that govern a specific program, a graduate certificate can often serve as an intermediate accomplishment for a student whose ultimate goal is a graduate degree.

Certificate Requirements

The curriculum of a graduate certificate program is a set of academic courses identified by the university as suitable for properly qualified students who wish to study a clearly delineated topic within a disciplinary or interdisciplinary setting. The curriculum may include both specific courses and a selection of elective courses.

Credit Requirements

The program of study leading to a graduate certificate must satisfy the following two stipulations:

1. The total credit requirement cannot exceed half of the total number of credits required by the most closely related master's degree program offered by the university;
2. The total credit requirement must include at least nine graduate credits earned in courses exclusive of university-wide graduate courses (6955, 6965, 6975, 6985, 6995). Any deviation by the certificate curriculum from these two stipulations must be approved by the Graduate Council.

In all cases, at least two thirds of the total credit requirement must be earned at Metropolitan State University of Denver since admission to the program. All credit must be academic credit and must be approved for application by the graduate program director.

Culminating Activity

A culminating activity is normally not a requirement of a graduate certificate program but is not precluded from being a requirement. If a culminating activity is required, it must be of limited scope relative to the culminating activity required by the most closely related master's degree program offered by the university. The culminating activity must be represented in the total credit requirements using an appropriate course number.

Duration of Graduate Study

All requirements for a graduate certificate (including transfer courses) must be started and completed within a single continuous interval of no more than four (4) years. This single continuous interval includes summers and any semesters in which the graduate student is not enrolled. In addition, it must encompass all courses applied to the certificate, including transfer courses.

Restrictions on Certain Courses

All graduate certificate programs must be consistent with the following restrictions. A particular certificate program may impose more stringent restrictions.

Previously Applied Courses- In general, any course applied to a previously earned degree of any type at any institution cannot be applied to meet the credit requirements of a graduate certificate program. An exception that applies to a specific certificate program may be approved by the Graduate Council. Courses allowed under this exception are limited by the fundamental requirement that at least two thirds (2/3) of the total credit requirement for the program must be earned at Metropolitan State University of Denver after admission to the program.

Simultaneous Enrollment in a Graduate Certificate and Degree Program

A student may be enrolled simultaneously in a graduate certificate program and a graduate degree program subject to the following conditions:

1. The specific policies of the two programs permit co-enrollment.
2. The co-enrollment is approved by the directors of both graduate programs and the Associate Vice President of the Office of Graduate Studies.
3. All "Duration of Graduate Study" time constraints imposed by the Office of Graduate Studies that govern the applicability of the credit must be met for both the graduate certificate program and the graduate degree program.

Enrollment in More Than One Certificate Program

Simultaneous enrollment in two graduate certificate programs is permitted, but only under the condition that both certificate programs allow simultaneous enrollment. Simultaneous enrollment in more than two graduate certificate programs is prohibited by the Office of Graduate Studies.

Student Rights and Responsibilities

- [Policies and Procedures](#)
- [Definition of a Student](#)
- [Academic Integrity](#)
- [Academic Responsibilities](#)
- [Academic Rights](#)
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- [Equal Opportunity and American Disabilities Act](#)
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- [Right of Appeal](#)
- [Student Code of Conduct](#)
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Policies and Procedures

Generally, the policies and procedures contained in this University Catalog must be followed by students currently enrolled for the fall 2024 and the spring and summer 2025 semesters. The procedures and policies contained in this section are subject to change as the University deems necessary. If you have a concern, please check with the appropriate office.

Definition of a Student

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

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

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

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

Academic Integrity

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

Academic Dishonesty occurs when utilizing unauthorized resources in violation of expectations for honesty and integrity on an assignment or assessment. This includes plagiarism, cheating, fabrication, falsification or other violations of academic expectations.

- Plagiarism occurs when presenting another's work (professional, academic, or personal) as one's own. In its most common form, it manifests itself as not citing sources.
- Cheating occurs as an intentional act of unethical behavior where a student receives or provides unauthorized assistance on academic work or takes credit for work that is not their own
- Fabrication is the construction and/or addition of data, observations, or characterizations that never occurred in the gathering of data or running of experiments. Fabrication can occur when "filling out" the rest of experiment runs, for example. Claims about results need to be made on complete data sets (as is normally assumed), where claims made based on incomplete or assumed results is a form of fabrication.
- Falsification is the changing addition or omission of internship hours and/or research results (data) to meet program requirements, support claims, hypotheses, other data, etc. Falsification can include the manipulation of hours worked or supervised. In addition, it may include the manipulation of research instrumentation, materials, or processes. Manipulation of images or representations in a manner that distorts the data or "reads too much between the lines" can also be considered falsification.

Academic Responsibilities

Students have the responsibility to:

1. Graduate students have the responsibility to respect and uphold all relevant university policies regarding professional conduct, including but not limited to the University Code of Conduct, and the Sexual Harassment policy.
2. Graduate students have the responsibility to respect and uphold all of the aforementioned rights of other fellow graduate students.

3. Graduate students have the responsibility to not discriminate against students, faculty, staff, or administrators on the basis of race, color, disability, religion, national origin, sex, sexual orientation, gender identity and expression, age, or status such as Vietnam-era or disabled veteran
 4. Graduate students have the responsibility to provide accurate and honest reporting of research results and to uphold ethical norms in research methodology and scholarship.
 5. Graduate students have the responsibility to communicate with individual faculty, departments, and the university administration in a timely manner.
 6. Graduate students have the responsibility to conduct themselves, in all educational and professional activities, in a manner befitting an academic colleague.
 7. Graduate students have the responsibility to devote a sufficient amount of time and energy to making progress towards achieving their advanced degree, except when special circumstances apply.
 - a. These special circumstances could include, but are not limited to, the particular nature of the research, financial hardship, physical or mental illness or disability, civil obligations, family obligations, and religious obligations.
 8. Graduate students have the responsibility to understand their role in the development of their relationships with faculty mentors.
 - a. Graduate students will demonstrate an awareness of the time constraints and other demands imposed on faculty members and program staff.
 - b. Graduate students will communicate regularly with faculty mentors and advisors, especially in matters related to research, progress, and concerns.
 9. Graduate students have the responsibility to take the initiative in reading program materials and asking questions that promote their understanding of the academic requirements and financial particulars of their specific graduate program.
 - a. This may include but is not limited to: the recruitment and retention of fellow graduate students and faculty members; the hosting of, attending, and participating in colloquia and conferences; and other relevant decision-making committees.
 - b. Graduate students will endeavor to contribute to the administration and ongoing improvement of their graduate program, graduate student government, and the university.
 - c. When providing such service, graduate students will do so with the same care, consideration, diligence and professionalism demonstrated by their faculty colleagues.
- Be evaluated fairly on the basis of academic performance.
 - Participate in free and open discussion, inquiry and expression, both in the classroom and in conference.
 - Receive competent instruction and advisement.
 - Expect protection against professors' improper disclosure of students' personal information, views, beliefs, and political associations when such information has become known as a result of professors' instructions, advisement, or counsel.
 - Expect protection, through established procedures, against prejudicial or capricious evaluation.
 - Assess the value of a course to make suggestions as to its direction and to evaluate both the instructor and the instruction they have received.
 - Have input in University policy-making, which may include, but shall not be limited to, course scheduling distribution of night and day classes, calendar arrangements, library policy and development, grading systems, course development, and curriculum.
 - Expect instructors to conduct themselves professionally in the classroom in accordance with University policies and directives.
 - Expect instructors to maintain office hours as required by University policy.
 - Expect reasonable academic assistance from the appropriate department.
 - Be informed of academic standards expected of them in the classroom through a syllabus and/ or course outline. Academic standards shall include, but not be limited to, classroom civility, class attendance requirements, objectives to be achieved, and the grading criteria that will be applied to a particular course of study.

Academic Rigor

Metropolitan State University of Denver is committed to offering graduate programs that are more advanced in academic content than its undergraduate programs. The utilization of the rigor statements ensures such academic rigor exists.

Faculty

- Faculty teaching graduate coursework should be broadly and deeply conversant within the field of study.
- Faculty should also be knowledgeable in the state-of-the-art information available in scholarly articles and textbooks or electronic networks in their field. Faculty should hold a terminal degree determined by their discipline and have achievement appropriate for the graduate program. Tested experience, as defined by the graduate program, may substitute for earned credentials or portions thereof.

Students

- While our graduate students come from a wide variety of diverse backgrounds to study an equally wide array of subjects, our goal to ensure that they all find the experience

Academic Rights

Students have the right to:

- Be informed of course expectations and requirements.

of being a graduate student at Metropolitan State University of Denver rigorous, thought provoking and rewarding.

Curriculum

The purpose of graduate studies is to provide accessible, high quality degree programs that respond to the needs of our community, bolster our city and state economy, and find solutions to the issues of our nation's increasingly urbanized society. This requires intensive study, research, and analysis of content. The graduate curriculum is structured to support students knowledge of the literature of the discipline and engage them in research or advanced practice. When appropriate, students are required to engage in professional practice and training experiences.

Coursework

Graduate level courses should:

- Provide content knowledge beyond the undergraduate level
- Make maximum use of modern technology and other available resources
- Emphasize the analysis and synthesis of information and should expand the student's knowledge base and prepare the student for a career in the chosen field at a more advanced level than those
- with a baccalaureate degree
- Provide knowledge of scholarly writing techniques and of research methodologies appropriate to the discipline
- Prepare the student for pursuing more advanced degrees

Class Attendance

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

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

Students at MSU Denver who, because of their sincerely held religious beliefs, are unable to attend classes, take examinations, participate in graded activities or submit graded assignments on particular days shall, without penalty, be excused from such classes

and be given a meaningful opportunity to make up such examinations and graded activities or assignments provided that proper notice and procedures are followed.

Crime Awareness and Campus Security

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

Equal Opportunity and Americans with Disabilities Act

Metropolitan State University of Denver is an equal opportunity employer; applications from minorities and women are particularly invited. Metropolitan State University of Denver does not discriminate on the basis of race, color, creed, national origin, sex, age, sexual orientation or disability in admissions or access to, or treatment or employment in, its educational programs or activities. Inquiries concerning the University grievance procedures may be directed to the designated MSU Denver officials. Inquiries concerning Title VI and Title IX may be referred to the MSU Denver Office of Equal Opportunity, Campus Box 63, P.O. Box 173362, Denver, CO 80217-3362, 303-615-0036. Inquiries concerning the Americans with Disabilities Act (ADA) or 504 may be referred to Amanda Berry, Director of Total Rewards, MSU Denver, Campus Box 67, P.O. Box 173362, Denver, CO 80217-3362, 303-605-5321; Raul Sanchez, Executive Director, Office of Equal Opportunity, Title IX Coordinator, & ADA Coordinator, 303-615-0036; Greg Sullivan, Director Access Center, MSU Denver, Campus Box 56, P.O. Box 173361, Denver, CO 80217-3361, 303-615-1204. Otherwise, all inquiries may be referred to the Office for Civil Rights, U.S. Department of Education, 1244 Speer Boulevard, Denver, CO 80204, 303-844-3723.

Equal Access for Students with Disabilities

Metropolitan State University of Denver is dedicated to ensuring equal access and inclusion for all students with disabilities by abiding by the letter and spirit of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

The University shall endeavor to ensure that all programs, services, and educational resources are accessible to individuals with disabilities. This includes working as a partner with the Auraria Higher Education Center to ensure campus (facilities) accessibility. The University does not discriminate against persons with disabilities and strives to provide an inclusive academic experience by providing reasonable and appropriate accommodations for equal access.

Metropolitan State University of Denver's Access Center is the designated office to coordinate equitable access services for students with disabilities. The Access Center collaborates with students and faculty to coordinate reasonable accommodations. Students seeking accommodations are invited to visit the Access Center in the Plaza Building, Suite 124. Contact information: 303-615-0200, accesscenter@msudenver.edu, www.msudenver.edu/access.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. A copy of the University's policy on student educational records can be found here: <https://www.msudenver.edu/policy/policylibrary/policiesa-z/privacy-student-records-policy/>.

Student Rights

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

1. Inspect and review his/her educational records;
2. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
3. Consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent (see Nondisclosure and Exceptions); and
4. File a complaint under 34 CFR 99.64, concerning alleged failures by the University to comply with the requirements of FERPA, with the Family Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

Procedure for Inspecting and Reviewing Educational Records

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

1. The request shall identify as precisely as possible the record or records the student wishes to inspect.
2. The record custodian or an appropriate staff person shall make the arrangements for access as promptly as possible and notify the student of the time and place where the

records may be inspected. Access must be given within 45 days from the receipt of the request.

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

Procedure for Amending Educational Records

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

1. In the request, the student should identify the part of the record to be changed and specify why the student believes it is inaccurate, misleading, or in violation of the student's privacy or other rights.
2. Metropolitan State University of Denver shall comply with the request or notify the student that the University will not comply with the request and advise the student of the student's right to a hearing to challenge the information believed to be inaccurate, misleading or in violation of the student's rights.
3. Upon written request, Metropolitan State University of Denver will arrange for a hearing, and notify the student, reasonably in advance, of the date, place, and time of the hearing.
4. The hearing will be conducted by a hearing officer who is a disinterested party, but who may be an official of the institution. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by one or more individuals, including an attorney.
5. Metropolitan State University of Denver will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.
6. If Metropolitan State University of Denver decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy or other right, it will notify the student that the student has a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.
7. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If Metropolitan State University of Denver decides that the information is inaccurate, misleading, or in violation of the student's rights, it will amend the record and notify the student, in writing, that the record has been amended.

Nondisclosure and Exceptions

Pursuant to FERPA, the University will not disclose a student's education records without the written consent of the student except to University officials with legitimate educational interests, to officials at other institutions in which the student seeks to enroll; in connection with providing financial aid to the student; to accrediting agencies in carrying out their functions; to authorized representatives

in connection with an audit or evaluation of Federal- or State-supported education programs, or the enforcement of or compliance with Federal legal requirements that relate to those programs; in compliance with a judicial order or subpoena; to other outside providers who may be subject to a contractual obligation to maintain confidentiality of student information (e.g. Auraria Higher Education Center, National Student Clearinghouse, or legal and debt collection services); may release educational records to parents of dependent children in accordance with IRS code of 1986; and in connection with a health or safety emergency involving the student. However, the University may release directory information without the prior written consent of the student unless an enrolled student has notified the University's Office of the Registrar in writing that any or all types of directory information shall not be disclosed without the consent of the student. A request for nondisclosure will remain in effect until the student cancels the request for nondisclosure.

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

Other than Directory Information, which may be released to the general public, the University will not release educational records without a student's written consent, signed, and dated by the student.

Directory Information

Metropolitan State University of Denver has designated the following categories of personally identifiable information on students as directory information under section 438(a)(5)(B) of FERPA:

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

If you wish to keep your entire record private-including directory information-you can submit a Request for Non- Disclosure of Directory Information. This form must be submitted to the Office of the Registrar in the Jordan Student Success Building 160, along with a photo ID.

If you submit this form, Metropolitan State University of Denver will not release any of your information unless faced with an extenuating circumstance (e.g., subpoena or health emergency).

Final Examinations

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

Freedom of Speech

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

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

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

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

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

Graduation Rates

MSU Denver's latest, three-year graduation rate for the 2020 cohort of first-time, full-time, graduate-degree-seeking students is 67.7%.

Jury Duty

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

Respect for Rights of Others

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

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

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

Right of Appeal

Students may have the right to appeal academic policy or requirements. Refer to the Graduate Catalog, Graduate Policy Manual, and Graduate Program Handbooks for more information about the appeal process.

Student Code of Conduct

Students are required to follow the [Student Code of Conduct](#) available in this Catalog.

Student Complaint Policy

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

Student Rights

1. Graduate students have the right to a high-quality education and the best possible preparation for their future careers.
2. Based on the level of contribution graduate students may have the opportunity for co-authorship or proper acknowledgment
 - a. The order of authorship should be assigned according to the standards of the discipline.
 - b. Faculty and graduate students should agree as early as possible upon authorship positions.
3. Graduate students have the right against discrimination based on race, color, disability, religion, national origin, sex, sexual orientation, gender identity and expression, age, or status such as Vietnam-era or disabled veteran
4. Graduate students have the right to be incorporated in the decision-making process of their graduate program, their department, the graduate school, and the university on issues that directly or indirectly affect their ability to complete their degree via a graduate student representative on the graduate council who serves as a voting member.
5. Graduate students have the right to be respected as a person of merit and junior colleague upon gaining admission to a graduate program.
6. Graduate students have the right to pursue professional training for academic and/or nonacademic careers.
7. Graduate students have the right to organize at the program, department, school or college and university level and be recognized by the campus faculty and administration, provided they follow university policies and guidelines.
 - a. Recognition includes the right to discuss relevant issues and negotiate as a unit with the faculty and administration through duly elected or appointed graduate student representatives.
8. Graduate students have the right to timely communication with individual faculty, departments, and the university administration.
9. Graduate students have the right to specific and concrete requirements for achieving an advanced degree.
 - a. These requirements should be communicated clearly to the graduate student, both upon entrance to the graduate program and after any significant changes or updates.
 - b. Prospective and currently enrolled graduate students have the right to be kept up to date on the availability of courses required for their graduate studies.
 - c. Currently enrolled students have the right to petition that required courses be taught with sufficient frequency.
 - d. Prospective and currently enrolled graduate students have the right to know a program's acceptance rate and attrition rates at major program milestones (i.e. thesis defense and graduation).
10. Graduate students have the right to have their progress toward achieving an advanced degree be evaluated in an objective manner and based on criteria that are understood by the graduate advisor and the student.
 - a. Evaluations should be factual, specific, and should be shared with the student within a reasonable period of time.
 - b. Explicit written evaluations should include, but are not limited to: progress reports, split decisions on qualifying examinations, and unusual or additional program requirements.
 - c. The reasons for unsatisfactory performance on programmatic examinations should be stated clearly and promptly to the student in a written evaluation.
11. A graduate student has the right to regular feedback and guidance concerning academic progress.
 - a. Graduate students are protected by their FERPA rights on academic confidentiality.
 - b. When applicable a graduate student and major professor should arrive at and maintain a mutually agreeable schedule of evaluative/supervisory conferences.
 - c. Any intent to dismiss a graduate student from a graduate program for academic reasons must follow procedures outlined in the applicable program's handbook to include specific and timely written communication.
 - d. Before any graduate student is compelled to leave their program and the university, especially in cases where there is no option to return, the graduate student shall be provided with reasonable time and opportunity to appeal the decision (to the applicable program and College

or School Dean). This process is outlined in the handbook of the applicable program.

12. Graduate students have the right to clearly defined official grievance and informal complaint procedures at the Office of Graduate Studies and at the departmental or program level.
13. As employees, graduate students have the responsibility.
 - a. To carry out their job responsibilities in a conscientious and timely manner.
 - b. To perform their duties in accordance with all relevant University, state government, and federal government rules and regulations.
 - c. To accurately report their hours worked and level of effort whenever requested or required to do so.
 - d. To work or be available to work on the days and at the times outlined in their appointment letter or

contract, or at times explicitly discussed and agreed upon with their faculty advisor or supervisor.

- e. To recognize that failure to perform their job responsibilities in a satisfactory manner may constitute cause for disciplinary action or dismissal.
- f. To fulfill their teaching and research obligations to the best of their knowledge, training, and ability.

Student Code of Conduct

- View the [Policy for the Student Code of Conduct](#)

Student Resources

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

- [Academic Advising](#)
- [Access Center](#) - Student disability accommodations and support services
- [Auraria Recovery Community](#) - A peer-led community of students who are currently in or seeking recovery from substance use and/or other process addictions. All pathways to recovery are welcome!
- [Brother 2 Brother](#) - A mentoring program focused on academic success and social support for African-American men.
- [C2Hub Scholarship Support](#)
- [Campus Recreation](#) - A place to build community through healthy living outlets such as working out, group fitness classes, personal training, sports leagues, open recreation, outdoor pursuits and leadership programs.
- [CARE Team](#) - Provides assessment and case management support for students who are struggling or who may be displaying behaviors of concern.
- [Center for Multicultural Engagement and Inclusion \(CMEI\)](#)
- [Civic Engagement Program](#) - Offering educationally meaningful service opportunities that positively impact the community and provide opportunities for students to develop as engaged citizens.
- [Classroom to Career Hub](#)
- [Counseling Center](#) - Individual and group therapy, crisis intervention and outreach to students.
- [Dean of Students Office](#) - The hub for student support and referrals. Manages/addresses student conduct matters, offers student conflict resolution services, and supports students and the community with other needs.
- [EPIC Scholars Program](#) - Supports independent students transitioning from foster care, kinship care, adoption, or group homes.
- [Fraternities and Sororities](#)
- [Gender Institute for Teaching and Advocacy \(GITA\)](#) - Holistically supports students affected by sexism and other intersecting oppressions through academics, advocacy, and services, which include academic advising, scholarship assistance, advocacy and problem solving, wellness and lactation rooms, a snack stop, and space for community organizing.
- [Health Center at Auraria](#) - Medical and Mental Health services for students
- [Healthy Pursuits](#) - Free Group Fit and Mind Body Fitness Classes
- [Immigrant Services](#) - Refugee, immigrant students, ASSET, DACA, and English Language Learner support
- [Immunization Program](#)
- [International Studies](#) - Study Abroad
- [Language Boost](#) - Writing Support
- [LGBTQ Student Resource Center](#)
- [Met Media](#) - Student newspaper, radio, arts/literary magazine, and news broadcasts
- [Office of Graduate Studies](#)
- [Pathways to Possible](#)
- [Phoenix Center at Auraria](#) - Interpersonal violence prevention, awareness, and support
- [Prior Learning Assessment](#) - Turn work and significant experience into college credit
- [Registrar's Office](#)
- [Rowdy's Corner](#) (formerly Roadrunner Food Pantry) - Provides food resources and community referrals for current MSU Denver students.
- [Roadrunners Give Back Volunteer Program](#)
- [Student Care Center and CARE Team](#) - The hub for student support and referrals. Services include case management, student emergency fund, DREAMer emergency fund, roadrunner food pantry, Epic Scholars program, public benefit assistance and Single Stop.
- [Student Conflict Resolution Services](#) - Provides mediation, conflict coaching, group dynamics services, and the Dialogues Program.
- [Student Emergency Fund](#) - An application process for students experiencing a financial crisis/emergency.
- [Student Health Insurance](#)
- [Student Organizations](#)
- [Student Travel and Professional Development Funding](#) - Grant funding available for students to travel to professional conferences and meetings
- [Supplemental Instruction](#) - Peer facilitated study sessions
- Transfer and Adult Student Success - We support transfer, adult, and re-engaged students by: connecting students to programs and resources based on student needs and interests; building community with other students, staff and faculty; and fostering an environment for academic, professional, and personal success.
- Tutoring
- Veterans Education Benefits
- Veteran/Military Student Center

Tuition and Fees

All tuition and fee rates are established by the Metropolitan State University of Denver Board of Trustees, the governing body of Metropolitan State University of Denver. The Board of Trustees set tuition rates and fees at a budget meeting each spring for the coming fall, spring, and summer terms, but reserve the right to adjust the rates at any time. Rates for the current year are available online to assist prospective students in anticipating costs.

Please refer to the Office of Graduate Studies website at <https://msudenver.edu/graduate-studies/cost/>.

Student's Financial Responsibility

Students who register for courses are liable for payment of tuition and fees if they withdraw from school after the census date. Refund dates for students who withdraw from the university both before and after census date are included in the Academic Calendar. A student with financial obligations to the University will not be permitted to register for any subsequent term, to graduate, to be issued transcripts, or to be listed among those receiving a degree or certificate. The only exception to this regulation involves loans and other types of indebtedness that are due after graduation. Students may pay tuition and fees with personal checks, by credit card at the Bursar's Office, or through the online system. Any payment transaction that is returned by the bank will be assessed an additional charge.

Metropolitan State University of Denver is committed to providing students and their families a range of options for paying their educational expenses. The credit card payment method has become prohibitively expensive due to the fees charged by credit card companies to Metropolitan State University of Denver for credit card transaction processing. This expense has been covered by University tuition revenues and reduces the tuition dollars available for academic programs and services for all students. Therefore, a service fee of 2.75% of the payment amount will be assessed for all credit and debit card transactions.

MSU Denver communicates all student account information via electronic services using online secured portals via the Student Hub and may send important notices via the student's official MSU Denver e-mail account. Students are expected to review their account history available on the Student Hub prior to and after registering for classes and before the tuition payment deadlines each semester. A Student's failure to review their student account or receive any billing statement is not valid grounds for waiving service charges or removing registration, diploma or transcript holds. You will not receive a paper billing statement.

The IRS Tax Form 1098-T, which reports tuition and related expenses, will also be available electronically. Notification for the 1098-T tax document will be sent to Students' MSU Denver-issued/official email address on record. It is the student's

responsibility to review their Student Hub account status and their student e-mail account at least weekly.

Full payment of tuition and fees is due by that semester's payment deadline. Any unpaid balance as of the payment deadline will incur a 4% service charge. Please see the academic calendar for applicable deadlines.

You are responsible for verifying the balance of tuition and fees. You may access your account at www.msudenver.edu/studenthub. Log into the [Student Hub](#) portal and select My Services/Registration. E-mail is the official means of communication at MSU Denver.

Financial aid students that have not received an award by payment deadline, must pay in full or their unpaid balance will incur a 4% service charge.

Changes in registration that result in additional tuition and fees not paid by payment deadline, may incur a 4% service charge.

It is the student's responsibility to drop their classes by the published drop deadlines if they do not plan to attend. Failure to do so will result in charges incurred on the student's account.

Courses will not be dropped for non-payment or non-attendance.

Specific refund dates for classes, can be found on your Student Detail Schedule on the Student Hub. If you do not fulfill your financial obligations by published deadlines:

- A 4% service charge will be assessed on any unpaid balance as of payment deadline.
- A 1.5% service charge will be assessed to any unpaid balance on the 7th working day of each month thereafter.
- Accounts not paid in full by the last day to drop classes are considered past due. A balance due hold will be placed on accounts with balances greater than \$200.00.
- Balance due holds prevent registration for classes in both the current and future semesters.
- Accounts with past due balances at the conclusion of the semester are considered delinquent.
- Delinquent accounts will be turned over to a collection's agency in accordance with Colorado law; collection costs will be added to your account balance. The collection agency may report delinquent accounts to the national credit bureau.
- Students whose accounts have been sent to a collection agency must pay balance in full before registration for any subsequent semester classes will be allowed.
- Students with balance due holds may be prevented from applying for graduation.
- Official Transcripts will not be issued for students with balance due holds.
- Diplomas will not be released to students with balance due holds.
- A pre-payment hold will be placed on all accounts with bankruptcy discharged adjustments. Students are required

to pre-pay their first semester's registration after having a balance discharged through bankruptcy.

- Students unable to meet their financial obligations should immediately contact the Office of the Bursar to discuss payment options.

Residency Classification for Tuition Purposes

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

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

and the vehicle registration law and registration to vote. Other factors unique to the individual can also be used to demonstrate the requisite intent.

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

Tuition and Fee Appeal Process

The [Tuition and Fee Appeal](#) process is available to students who may warrant an exception to institutional Drop/Refund policies due to extenuating circumstances such as severe medical illness, an employment situation beyond their control or the death of an immediate family member during the Semester. The University will not accept appeals for charges incurred more than 1 year prior to the application for appeal. Additional information can be obtained at the Office of the Bursar (SSB 150, 303-615-0070) or by visiting the Bursar's website.

Tuition and Fees Appeal Forms can be hand-delivered or mailed to:

Metropolitan State University of Denver
Office of the Bursar
Campus Box 92
P.O. Box 173362
Denver, CO 80217-3362

Tuition and Fees Appeal Forms can also be faxed to: (720) 778-5809

Or emailed to: Bursar@msudenver.edu

Master of Business Administration

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

Mission of the MSU Denver MBA Program

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

MBA Program Goals

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

Graduates of the MSU Denver MBA Program will develop and demonstrate competence in written, oral, and collaborative communication skills (LG1). MSU Denver MBA graduates will be effective problem solvers with a practical, real-world focused perspective supported by familiarity with decision making models and analytical tools (LG2). Finally, MSU Denver MBA graduates will possess both functional and cross-functional business knowledge reinforced with an appreciation of the ethical and global issues that so profoundly affect contemporary business practice.

Accreditation

In addition to the distinction of being the value leader in the Denver metro area the MSU Denver MBA program is accredited as part of the MSU Denver College of Business'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, at a minimum, who hold a bachelor's degree from a regionally accredited college or university in any discipline may apply. Most students are advised to gain two or more years of work experience before enrolling in the MBA program. All admission decisions will be made by an MBA admissions committee.

To apply, begin by choosing the pathway that best fits your academic and professional background:

1. GMAT Waiver
 - Applicants in this pathway first request a GMAT score waiver. Please go to our website for specific waiver processes.*
2. Traditional Admission
 - Applicants in this pathway take the GMAT/GRE, submit official test scores, and are then subsequently reviewed by the Admissions Committee.*
3. Previous Graduate Degree
 - Applicants in this pathway have earned a graduate degree from an accredited college or university.*
4. Professional Portfolio
 - Applicants in this pathway typically have at least five years of significant and progressive business and management experience. Documentation through a portfolio concisely illustrates your upward career trajectory, skills, talents, and why you are equipped to pursue an MBA at MSU Denver.*

**For all pathways, specific processes for applying, and all materials required for a complete application are found on our website.*

Leveling Requirements

Leveling may be required. Please consult with our admissions team.

International Applicants

Additional documentation is required. Please visit the [International Student Admissions webpage](#).

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. Admission requirements for a non-degree seeking student are found on our [website](#).

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 grades of less than a "B-" will be

suspended from the program for one academic semester. Upon return from suspension, subsequent grades below a "B-" will result in program dismissal.

- 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 303-615-0643 or mba@msudenver.edu.
- Master's students are considered full-time if they are registered for six (6) credit hours, half-time if registered for three (3) credit hours, and less than half-time if registered for two (2) or fewer credit hours.
- Students must complete the master's degree within six (6) calendar years from the semester of initial enrollment.
- Students not enrolled for three (3) consecutive semesters (including summer) must submit a re-admission application. Students requesting re-admission must be in good academic standing and must submit their application for re-admission to the master's program in which they have been enrolled.
- The [Student Code of Conduct](#) will apply to all MSU Denver students, regardless of level. Access the Student Code of Conduct.
- 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 - Business Law and Ethics **Credits:** 3
 - MBA 5510 - Operations and Supply Chain Management **Credits:** 3
 - MBA 5520 - Global Enterprise Management **Credits:** 3
- 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.

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 - Governance and Risk Assurance Theory **Credits:** 3
- MBA 5190 - Risk Assurance and Advisory Engagements **Credits:** 3

Subtotal for Accounting Concentration: 9 credits

Business Analytics Concentration

Select three of the following courses:

- 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
- MBA 5640 - Analytics and Statistics for Marketing Decisions **Credits:** 3

Subtotal for Business Analytics Concentration: 9 credits

General Concentration

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

Subtotal for General Concentration: 9 credits

Human Resource Management Concentration

Take the following three courses:

- MBA 5560 - Human Resources: Strategic Talent Management **Credits: 3**
- MBA 5570 - Realizing Competitive Advantage through Human Resource Management **Credits: 3**
- MBA 5580 - Transforming Organizations through Leadership **Credits: 3**

Subtotal for the Human Resource Management Concentration: 9 credits

- 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

Total for MBA Program: 36 credits

Strategic Management Concentration

Select three of the following courses:

Master of Health Administration

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

Accreditation

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

Mission and Goals

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

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

Competencies

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

1. Leadership and Professionalism

a. Ethics

- i. Evaluates professional and organizational values and stewardship of resources
- ii. Demonstrates the ability to recognize mistakes and learn from them
- iii. Demonstrates the ability to ask questions and to challenge alternatives

b. Emotional Intelligence

- i. Demonstrates social and human relationship skills needed to address diverse stakeholders
- ii. Demonstrates consistent integrity and respect for others
- iii. Identifies, explains and resolves critical tension
- iv. Holds oneself accountable for meeting standards of performance
- v. Assesses individual strengths and weaknesses and engage in continuous professional development

c. Organizational change and innovation

- i. Identifies, explains and utilizes effective motivational strategies to elicit desired behavior and inspire action toward a shared vision
- ii. Uses team development methods for achieving change
- iii. Demonstrates effective techniques for working with governance structures

2. Critical and Analytical Thinking

a. Mathematical and statistical analysis

- i. Identifies and describe quantitative analytical methods for economic, financial and clinical evaluations, survey research, forecasting, and project management
- ii. Evaluates testable hypotheses common in management situations, selecting and applying appropriate quantitative methods
- iii. Understands the application of advanced mathematical techniques such as linear regression, bivariate comparison methods, etc.
- iv. Incorporates evidenced-based approaches with epidemiological

- concepts and statistical methods to be used in the prevention of disease, and the improvement of the population's health
 - b. Decision making and problem solving
 - i. Uses creative and analytical problem-solving methods
 - ii. Explores cause and effect relationships in order to solve complex problems
 - iii. Evaluates issues from various perspectives
 - iv. Identifies the influences of political, economic, cultural, social and other factors on decision making
- 3. Management Principles
 - a. General management
 - i. Identifies, describes, and applies general management concepts, theories, and tools of management science regarding service excellence and the organization of work and decision theory
 - ii. Describes and applies the principles and tools of continuous quality improvement concepts and skills to improve work processes and patient outcomes
 - iii. Implements project management techniques and systems to examine scope and impact of projects
 - b. Teamwork skills
 - i. Exhibits the ability to work collaboratively in a team with colleagues to achieve a desired goal
 - ii. Demonstrates the ability to facilitate and lead a group, and to present results of the team
- 4. Community Engagement
 - a. Public and organizational
 - i. Identifies stakeholders' values and needs and their history and specific interests, and solicit and use input from the community to guide decisions
 - ii. Builds collaborative partnerships at the organizational, local or regional level
 - iii. Uses negotiation, consensus, and conflict resolution methods to assist community development and evaluation
 - b. Civic duty
 - i. Identifies and articulates community values and needs in relation to the organization's mission and goals
- 5. Cultural Proficiency
 - a. Identifies, demonstrates, and evaluates cultural humility and proficiency
 - b. Applies the principles to be able to work effectively and respect the differences in others' culture, ethnicity, age, sexual orientation, gender, race
- 6. Communications
 - a. Written and oral
 - i. Develops, organizes, synthesizes and articulates idea and information in an organized and cogent manner
 - ii. Listens, hears, and responds effectively to ideas and thoughts of others
 - iii. Writes clearly and effectively based on audience characteristics and communication goals
 - b. Presentation skills
 - i. Speaks clearly and effectively before individuals and groups in formal and informal settings
- 7. Knowledge of Health Care
 - a. Recognizes the role of providers, payers, intermediaries, and others in delivering quality care
 - b. Analyzes the evolving issues and trends in the health care industry
- 8. Business Skills
 - a. Budget and financial management
 - i. Prepares, monitors, and manages budgets
 - ii. Analyzes reimbursement practices for health providers
 - iii. Monitors data and identifies deviations in financial performance
 - b. Market analysis
 - i. Prepares and analyzes market data to segment and target sectors
 - ii. Evaluates internal and external trends that may affect business decision-making
 - iii. Uses qualitative methods to determine patterns and trends culminating in decision-making
 - c. Strategic management
 - i. Facilitates and influences the development, implementation and ownership of mission, vision, goals and plans
 - ii. Uses strategic thinking tools, models and methods to guide an organization
 - iii. Projects future scenarios and evaluates and concludes on optimal scenarios
 - d. Operations management
 - i. Measures, tracks and responds to the changing needs of the customer
 - ii. Applies the basic concepts of management engineering, process improvement, and redesign of systems
 - e. Information technology
 - i. Uses decision-support tools for information and knowledge management
 - ii. Uses and manages relevant computer technology
 - f. Legal and regulatory environment

- i. Displays knowledge of federal, state, and local policies and laws effecting the health care industry
 - ii. Monitors and interprets the impacts of laws and regulations on the organization
 - iii. Knowledge of health policy and its effect on providers, payers, and populations
- g. Human resource management
 - i. Utilizes the resources and techniques of human resource management to maximize the organization's investment in human capital
 - ii. Analyzes organizational behaviors to achieve organizational goals
- h. Economics
 - i. Applies the principles of economics and evidence-based techniques to inform decision-making in pricing, service demand, and risk.
 - ii. Uses economic modeling in strategic planning

MHA Program Admission Admissions Criteria

Program acceptance requires students to have a Bachelor's Degree from a regionally accredited University acceptable by MSU Denver and a minimum 3.0 GPA (in and out of major).

To apply for the MHA, students need to submit the following:

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

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

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

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

Leveling Requirements

Prior college level coursework required in accounting, statistics, and economics. In lieu of this academic preparation, students can

complete the requirements via Peregrine Academic Services (online learning modules) in addition to the core 40 credits. Additionally, experience with technology, computer applications, and applicable computer systems and applications are highly encouraged. Students lacking required prerequisite coursework may be regularly admitted with requirements. Students will be granted acceptance and permission to begin the MHA program. Students must successfully complete the required leveling courses / prerequisites with a "C" or better by the end of the first semester of year one.

Non-Degree Seeking Students

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

Prior Learning Assessment

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

Transfer Students

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

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

Advancement to Candidacy

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

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

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

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

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

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

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

Students not enrolled for three (3) consecutive semesters (including summer) must submit a re-admission application. Students requesting re-admission must be in good academic standing and must submit their application for re-admission to the master's program in which they have been enrolled. Students who readmit into the MHA Program will be held to the policies and curriculum of the later term in which they officially restart the MHA Program. An approved re-admit application is valid for one academic year from the re-admit semester. Students who are not in good academic standing are not eligible for the readmit application process and must fully apply to the MHA Program. For additional information, please contact the MHA Program Coordinator at 303-615-0240 or mhahep@msudenver.edu.

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

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

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

Master of Health Administration Program Requirements

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

MHA Core (40 credit hours)

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

Subtotal for MHA Core: 40 credits

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

Master of Professional Accountancy

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

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

AACSB Accreditation

In addition to the distinction of being the value leader in the Denver metro area, the MSU Denver MPAcc 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.

Program Goals

Graduate students will attain the skills and knowledge necessary for a potential career in an accounting leadership position or role. Graduate students will be able to make a meaningful contribution to professional practice through ethical leadership, effective communication, and applied research. Graduates will exercise the professional skepticism and judgment necessary to make and communicate effective strategic decisions in a range of business environments.

Program Learning Outcomes Accounting Competency

Graduate accounting students will apply appropriate accounting frameworks and knowledge in the areas of financial accounting, management accounting, taxation, and audit. Additionally, students will exercise professional judgment and skepticism in solving complex accounting problems.

- A. Analyze and evaluate financial and non-financial information prepared under alternative external frameworks/standards/bases/principles/methods, including potential changes in external reporting requirements.
- B. Formulate organizational strategy by identifying and comparing relevant quantitative and qualitative information (e.g., cash management, capital investment analysis, product emphasis, and customer profitability) to support the organization's strategic and operating goals.

Applied Accounting Research and Technology

Graduate accounting students will competently perform relevant policy and/or practice-oriented research. Additionally, students will be technologically agile in using current technologies to formulate, analyze, and develop solutions to accounting-related problems and projects.

- A. Design and professionally complete applied accounting research studies using various methodologies and technologies, distinguishing the level of quality and sufficiency of information in reaching a research conclusion.
- B. Apply data analytical techniques to the solution of real world accounting problems, communicate findings, and effectively present results using data visualization tools.

Professional Accounting Communication

Graduate accounting students will professionally communicate accounting information.

- A. Communicate orally in a professional manner by applying appropriate content, form, and media to enhance understandability and usefulness of communication for diverse situations and various internal and external audiences.
- B. Prepare professional written forms of communications, applying appropriate content, form, and media to enhance understandability and usefulness of communication for diverse situations and various internal and external audiences.

Ethical Leadership

Graduate accounting students will recognize and analyze ethical issues in accounting and business practice.

- A. Evaluate scholarly and professional ethical dilemmas, using ethical reasoning processes, to formulate or recommend appropriate actions or outcomes.

MPAcc Program Admission

Applicants who hold a bachelor's degree from a regionally accredited college or university in any discipline may apply. All admission decisions will be made by the MPAcc admissions committee based on evaluation of the following materials:

- Minimum index score of 1,000
- GMAT unless waived
- Transcripts from all colleges and universities attended
- Personal essay

- Resume
- Completed application and fee
- Three professional or academic references

Combined Degree Program

Metropolitan State University's College of Business offers a combined degree program where select students may simultaneously obtain both a bachelor's and a master's degree. Once admitted, a student may enroll in undergraduate and graduate courses simultaneously. To apply to this program students must meet the following additional requirements:

- Completion of at least 75 credits
- Completion of two upper division accounting courses (any ACC 3000 or 4000 level course)
- Completion of ACC 3510 Intermediate Accounting I is required before starting the program

Index Score

The index score is comprised of the student's GPA and GMAT exam score and is calculated using the formula $[(200 \times \text{GPA}) + \text{GMAT score}]$. MSU considers the better of the student's cumulative or "last 60 hours completed" GPA to calculate a student's score.

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

GMAT Waivers

A GMAT waiver is available for applicants with high academic performance, certain professional licensure or certification (such as CPA, CMA), or significant professional experience. To see if you are eligible for a GMAT waiver, please contact an admissions specialist at mpacc@msudenver.edu.

Personal Essay

The personal statement essay is a critical part of a student's admission application and will be the basis for evaluation of a student's writing skills, capacity for self-awareness, and personal and professional growth. The length of the essay should be 2-5 pages, 12-point font, Times New Roman or other serif font, and double spaced. Please note, the title page does not count towards page limit. Essays should follow APA style.

The essay should address:

- the significant factors influencing a student's decision to pursue a Master of Professional Accountancy degree;
- the student's personal philosophy, values, and professional experiences;

- the student's career plans and focus in the field of accounting;
- the student's strengths, unique characteristics, and leadership experiences that are relevant to the accounting profession;
- a time a student was given critical feedback and the student's reaction;
- why the student believes MSU Denver's MPAcc program is best suited for his or her educational and professional goals; and
- how the student will manage the rigorous demands of graduate education.

Conditional Admission

The MPAcc Committee can admit students on a conditional basis. It is the student's responsibility to meet the requirements of their admission.

Consultation with MPAcc Program Coordinator

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

Non-Degree-Seeking Students

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

- Students with a bachelor's degree from a regionally accredited college or university with a GPA ≥ 3.0 (cumulative or last 60 hours);
- Students with a bachelor's degree and approved professional examination or licensure;
- Students with a master's degree from a regionally accredited college or university;
- Students currently admitted to a graduate business program at another regionally accredited college or university; and
- Students with a bachelor's degree (or higher) from a regionally accredited college or university with an admissions index score $>1,000$.

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

- Completed graduate application with application fee
- Official transcripts from all colleges and universities previously attended
- Current resume

- 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 MPAcc 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 MPAcc program courses they have completed.

International Applicants

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

- Obtain a minimum score of 76 on the internet-based TOEFL (iBT), 550 on the paper-based TOEFL (PBT), or 6.0 on the IELTS
- Submit the required immigration documents for issuance of an I-20
- Submit Official Transcripts: You must submit official transcripts from all previously attended institutions. Foreign transcripts MUST be received through a professional evaluation service

Leveling Requirement

Students without an accounting degree may be required to take the following leveling classes in conjunction with the MPAcc curriculum. Leveling classes do not count towards degree completion. See your graduate program advisor to determine whether these classes are appropriate in your unique situation.

The following courses are each 3 credit hours.

- ACCM 5050 - Accounting Concepts **Credits: 3**
- ACCM 5100 - Financial Accounting and Reporting **Credits: 3**

Curriculum

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

| Requirement | Semester Hours |
|-----------------|----------------|
| Accounting Core | 21 |

| | |
|---------------------------------|----|
| Experiential Learning Electives | 3 |
| Open Accounting Electives | 6 |
| Total (minimum) hours for MPAcc | 30 |

Accounting Core: 21 Credit Hours

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

- ACCM 5000 - Accounting Ethics, Professionalism, and Leadership **Credits: 3**
- ACCM 5020 - Communication and Accounting Research **Credits: 3**
- ACCM 5070 - Taxation for Decision Makers **Credits: 3**
- ACCM 5200 - Contemporary Auditing Issues **Credits: 3** OR
- ACCM 5600 - Fraud Examination Awareness Seminar **Credits: 3**
- ACCM 5400 - Strategic Cost Management **Credits: 3**
- ACCM 5510 - Accounting Theory **Credits: 3**
- ACCM 6580 - Financial Statement Analysis and Quantitative Methods **Credits: 3**

Experiential Learning Electives: 3 Credit Hours

Experiential learning allows students to solve real world problems in a professional or academic setting. Opportunities include internships, research assignments, and consulting engagements. Students may choose any course from the list below to fulfill this requirement. Other courses may be substituted with departmental approval.

- ACCM 5810 - Small Business Consulting and Accounting **Credits: 3**
- ACCM 5901 - Risk Assurance and Advisory Engagements **Credits: 3**
- ACCM 5980 - Master's Accounting Internship **Credits: 1-3**
- ACCM 6080 - Tax Leadership and Management **Credits: 3**
- ACCM 6900 - Teaching of Accounting **Credits: 3**
- ACCM 6950 - Accounting Research **Credits: 1-3**

Open Accounting Electives: 6 Credit Hours

Students may select six credits from the following list of additional course offerings. Other courses with an ACCM prefix may also be selected with departmental permission.

- ACCM 5060 - Commercial Law for Accountants **Credits:** 3
- ACCM 5090 - Tax Research **Credits:** 3
- ACCM 5200 - Contemporary Auditing Issues **Credits:** 3
- ACCM 5205 - Information Systems Strategy Planning **Credits:** 3
- ACCM 5210 - Knowledge Discovery using Business Analytics **Credits:** 3
- ACCM 5220 - Practical Business Analytics **Credits:** 3
- ACCM 5230 - Data Mining for Business Intelligence **Credits:** 3
- ACCM 5420 - International Financial Accounting, Reporting, and Analysis **Credits:** 3
- ACCM 5520 - Business Combinations **Credits:** 3
- ACCM 5600 - Fraud Examination Awareness Seminar **Credits:** 3
- ACCM 5650 - Legal Elements of Fraud **Credits:** 3
- ACCM 5800 - Governance and Risk Assurance Theory **Credits:** 3
- ACCM 5820 - Data Analysis for Fraud and Litigation **Credits:** 3
- ACCM 6100 - Taxation of Corporations and Shareholders I **Credits:** 3
- ACCM 6140 - Small Business Taxation **Credits:** 3

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

Clinical Behavioral Health, emphasis in Addictions Counseling Program Description

The Master of Science in Clinical Behavioral Health with an emphasis in Addictions Counseling prepares students for advanced work in the field of addictions. Upon completion of the program, students will be eligible to apply to be a Licensed Addictions Counselor (LAC). Coursework includes a mix of classroom learning and real world field experience.

Additional Licensure Option

Students will be eligible to apply for their provisional counseling license (the first step in obtaining Licensed Professional Counselor (LPC) license) upon graduation as well as their Licensed Addictions Counselor (LAC) license.

Accreditation

The Master of Science in Clinical Behavioral Health with an emphasis in Addictions counseling is a member of the National Association of Addictions Professionals (NADAAC), and is seeking accreditation through the National Addiction Studies Accreditation Commission (NASAC). The program has been designed to meet accreditation standards for the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Mission, Goals and Competencies Mission of the Graduate Program

The mission of the Master of Science in Clinical Behavioral Health with an emphasis in Addictions Counseling is to train practitioners with professional competency in the field of addictions counseling who will provide excellence in service delivery along the entire continuum of care. The Master of Science Program will integrate education, research, skills development, treatment and recovery

evidence-based practices with experiential opportunities in the pursuit of understanding and treating substance abuse and addictive behavior disorders.

Goals

1. Offer a specialty in addiction studies for students seeking to treat people from diverse backgrounds who have been under-served and stigmatized
2. Fulfill a documented need for specialists in addiction science and clinical treatment
3. Fill a strong regional need for licensed addiction counselors who can accept third-party payers and insurers
4. Offer faculty with expertise and who are deeply connected with the community
5. Provide a rich diversity of staff and faculty ethnically, experientially, and professionally
6. Integrate behavioral health-care degree that merges substance abuse, behavioral addictions, and mental health counseling
7. Provide a transformation educational experience that touches the community, program, school and university

Competencies

Program competencies are dictated by accrediting bodies including CACREP and NASAC. The following is a sampling of the required competencies:

1. Recognize the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments (NAADAC/ SAMHSA competency 2)
2. Exhibit the ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP, Section 2.F.1.i)
3. Understand the established diagnostic criteria for substance abuse disorders, and describe treatment modalities and placement criteria within the continuum of care (NAADAC/ SAMHSA competency 9)
4. Compare theories and models of career development, counseling, and decision making (CACREP, Section 2.F.4.a)
5. Appraise theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP, Section 2.F.2.b)
6. Protect client rights to privacy and confidentiality in the preparation and handling of records, especially in relation to the communication of client information with third parties (NAADAC/ SAMHSA competency 109)
7. Understand the importance of research and outcome data and their application in clinical practice (NAADAC/ SAMHSA competency 7)
8. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply

knowledge are conducted as part of the student's practicum and internship (CACREP, Section 3.c)

Clinical Behavioral Health, emphasis in Addictions Counseling Program Admission

Admissions Criteria

Program acceptance requires students to have a Bachelor's Degree from a regionally accredited University acceptable by MSU Denver, or be a MSU Denver undergraduate student applying to the "Early Entry to Master of Science in Clinical Behavioral Health, Emphasis in Addictions Counseling Pathway. To apply for the Master of Science in Behavioral Health, emphasis in Addictions Counseling, students must submit the following:

1. Graduate admissions application
2. Graduate application fee
3. Official transcripts from all colleges and universities attended
4. Face-to-Face interview with program faculty and staff

Note: The program requires a minimum cumulative grade point average of 3.0. Students who have a GPA below 3.0 can request a review of their application and supporting materials including transcripts, resume and essay.

5. Resume or Curriculum Vitae
6. 500-1000 word essay on the following: Please address your motivations for pursuing a behavioral health degree, reasons for applying specifically to this program instead of other programs, and how this program matches your career goals. Applicants are evaluated on the quality and content of their writing sample.
7. Reference letters (professional and academic)

References should address the applicant's clinical aptitude and/or personality traits that would help them be successful in a clinical program.

All admission decisions will be made by the Admissions Committee. Incomplete applications will not be reviewed. After the Admissions Committee receives and reviews the application, applicants who meet the minimum requirements may be called in for a pre-admission workshop. Applicants will be notified in writing (via e-mail) of their status. Applicants may be accepted, accepted with conditions, wait-listed, or denied admission. Students should check the program website for application time-lines.

Students Without a Behavioral Health Degree or Clinical Experience

All prospective students are evaluated based on their academic and professional background. Students who do not have an academic and/or professional history working with clients with mental health and/or addictive disorders, may opt to engage in a free "bridge class" the semester prior to enrolling in the program. This "bridge class" covers addiction etiology, assessment and treatment

interventions. The class also introduces students to basic therapeutic communication and counseling skills. The course is free of charge and all incoming students are welcome to attend.

Note regarding criminal background checks: While MSU Denver does not require students to complete a criminal background check, students should be aware that certain offenses and charges may prevent internship placement and impact post-graduate employment.

International Applicants

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

International Students must:

- complete all of the same requirements as domestic students;
- have achieved a minimum TOEFL score of 540 (or a score of 76 on the Internet version)

or a score of 6.0 on the IELTS

- submit the required immigration documents for issuance of an I-20.

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

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

Students may not be eligible for state licensure; it is the responsibility of the student to check eligibility status.

Non-Degree Seeking Students

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

Prior Learning Assessment

Due to state requirements, we do not allow for Prior Learning Assessment.

Transfer Students

No more than 9 graduate-level, transfer credits (semester hours or equivalent) will be accepted. These credits must have been completed

no longer than six years prior to the admission term and must be from a regionally accredited, U.S. institution or equivalent.

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

Required Orientation

Students must attend an Orientation to Masters Level Education before beginning the program. This session will cover the conceptual framework for the counseling profession with an emphasis in addictions counseling. Orientation is designed to prepare students for the graduate learning experience at MSU Denver. Students will have opportunities to develop and strengthen the skills necessary to succeed as graduate students in the health sciences. Emphasis is placed on utilizing the tools for graduate success.

Orientation introduces students to the requirements for successful participation in a curriculum on a hybrid platform (in class and on-line). It provides a foundation for academic and professional success as a scholar-practitioner. Topics include the relationship of mission and vision to professional goals; development of a student-centered program of study and Professional Development Plan; strategies for on-line success; introduction to the brick-and-mortar and on-line libraries; and introduction to critical thinking, professional writing, and academic integrity. Assignments focus on practical application of writing and critical-thinking skills and promote professional and academic excellence as they relate to practice in psychology and counseling.

Program Requirements

Students must successfully complete all courses comprising 61-67 credit hours. Students must maintain a GPA of 3.0 in any academic term. Any student falling below a 3.0 in any given term will be placed on academic probation and be required to develop a remediation plan with an academic advisor for raising the GPA above 3.0.

The university residency requirement for a master's program is the total number of semester hours required for the program minus nine.

Students who fail to raise their GPA over 3.0 after 15 credits will be dismissed from the program. No grade lower than a B- (Satisfactory in practicum and internship courses) will count toward degree completion. Students receiving a C+ or lower will be required to repeat the course. Students must be aware that the sequential coursework policy will often require students to take time off to repeat the coursework. Students who do not successfully complete a course with a B- or better after the second attempt will be dismissed from the program.

Students are automatically enrolled in the full-time program (9 credits) per semester. Students may request to enroll in a part-time program (6-credits) on a space available basis. For additional information, please contact the Program Director at 303-615-1063, or addictionsmasters@msudenver.edu.

With the exception of undergraduate students accepted in to the "Early Entry to Masters of Science in Clinical Behavioral Health, Emphasis in Addictions Counseling Pathway", no course may count toward both the master's degree and a bachelor's degree.

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

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

Students not enrolled for three (3) consecutive semesters (including summer) must submit a re-admission application. Students requesting re-admission must be in good academic standing and must submit their application for re-admission to the master's program in which they have been enrolled. Students who readmit into the program will be held to the policies and curriculum of the later term in which they officially restart the program. An approved re-admit application is valid for one academic year from the re-admit semester. Students who are not in good academic standing are not eligible for the readmit application process and must fully apply to the program. For additional information, please contact the Program Director at 303-615-1063, or addictionsmasters@msudenver.edu. Academic policies and the Student Code of Conduct will be employed to all MSU Denver students, regardless of level. [Student Code of Conduct](#).

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

Practicum and Internship Process

All students are required to participate in two, 3 credit Practicum experiences and a 6 credit Internship that will count towards the Licensed in Addictions Counselor (LAC). Students may complete internship in 3 or 6 credit increments, based on the number of hours they are able to dedicate to their field experience in a given semester. Students will attend a seminar as a part of their credit load. Students may opt to participate in a second internship to gain more mental health experience as well as collect additional LAC hours prior to graduation.

Advancement to Candidacy

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

that point. Successful completion of the review and approval by the appropriate student services office and the Office of Graduate Studies constitutes Advancement to Candidacy.

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

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

Required Courses (61 credit hours)

- BHAM 5001 - Advanced Ethical Practice **Credits:** 3
- BHAM 5002 - Social and Cultural Foundations **Credits:** 3
- BHAM 5003 - Development Across the Lifespan **Credits:** 3
- BHAM 5004 - Career Counseling Theory and Techniques **Credits:** 3
- BHAM 5005 - Theory and Techniques in Helping Relationships **Credits:** 3
- BHAM 5006 - Group Counseling Theory and Techniques **Credits:** 3
- BHAM 5008 - Research and Evaluation **Credits:** 3
- BHAM 5009 - Addiction Counseling, Intervention and Prevention I **Credits:** 3

- BHAM 5010 - Addiction Counseling, Intervention and Prevention II **Credits:** 3
- BHAM 5011 - Clinical Supervision and Advocacy **Credits:** 3
- BHAM 5012 - Diagnosis and Treatment Planning **Credits:** 3
- BHAM 5013 - Statistical Analysis and Psychometric Testing **Credits:** 3
- BHAM 5014 - Psychopharmacology, Neurobiology, and Infectious Diseases **Credits:** 4
- BHAM 5015 - Family Systems and Addiction **Credits:** 3
- BHAM 5016 - Trauma-Informed Care **Credits:** 3
- BHAM 5020 - Clinical Behavioral Health Practicum I **Credits:** 6
- BHAM 5021 - Practicum II **Credits:** 3
- BHAM 5031 - Internship I: Addiction Counseling **Credits:** 3 or 6

Elective Mental Health Internship (3 or 6 credits)

This elective internship allows students to gain additional internship hours in a dedicated mental health facility.

- BHAM 5041 - Internship II: Mental Health Counseling **Credits:** 3 or 6

Total Credits: 61-67

Master of Cybersecurity

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

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

Mission Statement and Goals

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

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

Competencies

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

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

7. Be responsible for specialized denial and deception operations and collection of cybersecurity information that may be used to develop intelligence.

Admission to the CYBM Program:

To be admitted to the CYBM program, candidates must:

- Submit graduate application and application fee
- Submit a curriculum vitae or resume
- Hold a baccalaureate from an accredited college or university.
- Submit official transcripts from all institutions of higher education previously attended. A minimum undergraduate GPA 3.0 on a scale of 4.0 is required.

In addition, international admissions must include the following:

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

Application Deadline

For fall admission, please check the CYBM website for current application deadlines.

All Required Application Materials

For the full list of application materials for the CYBM program, please visit the CYBM Program website @ <https://www.msudenver.edu/cjc/academics/graduateprogram--msincybersecurity/>

Non-degree-seeking Admission Guidelines:

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

Non-degree-seeking Applicants Must Submit the Following:

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

Transfer Student Admission Guidelines

- No more than six (6) graduate-level transfer credits (semester hours or equivalent) will be accepted for the CYBM program. The credits must have been completed no longer than six years prior to the admission term and must be from a regionally accredited, U.S. institution or equivalent.
- The CYBM Program has discretion over acceptance of transfer courses. A minimum grade of "B" is required for each transfer course. Applicants should check the CYBM program website and/or contact a program advisor for details.

Please visit the CYBM Program website for more information on how to request the transfer of credits into the CYBM Program @ <https://www.msudenver.edu/cjc/academics/graduateprogram--msincybersecurity/>.

Credit for Prior Learning or Life Experience

The CYBM does not offer any credits from learning gained through life experience toward the CYBM degree.

Testing Out Policy

The CYBM does not provide an option to test out of any coursework at the graduate level.

Readmission Policy

Students who have not been in attendance for three consecutive semesters including summer must reapply to the CYBM Program. Students seeking readmission must be in good academic standing.

CYBM Program students who are eligible for readmission should submit the following materials:

- Readmission After Leave of Absence Form (located on the CYBM Program website www.msudenver.edu/cjc/academics/graduateprogram--msincybersecurity/).
- The MSU Denver general graduate application and fee.
- Students who are readmitted into the CYBM Program will be held to the policies and curriculum of the later term in which they officially restart the CYBM Program.

- An approved readmit application is valid for one academic year (including summer) from the readmit semester.
- Students who are not in good academic standing are not eligible for the readmit application process and must fully apply to the CYBM Program.

Financial Aid Information

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

Degree Completion

Graduate Course Registration Eligibility

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

GPA Requirements

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

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

Duplicative Coursework

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

Course Load

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

Residency Requirement

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

Grades and Notations

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

Program Policy for Incomplete Notation

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

Time Limit on Completion of Degree

Students must complete the CYBM degree within six calendar years from the term they initially enroll. Students should check the program website @

<https://www.msudenver.edu/cjc/academics/graduateprogram--msincybersecurity/> and specific program section of the catalog to determine specific degree requirements.

Advancement to Candidacy

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

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

The Student Code of Conduct

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

Internship

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

Required Courses

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

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

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

Electives

More electives will be added as the program grows.

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

Total Required Credits: 36

Master of Science in Nutrition

Introduction

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

Mission and Goals

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

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

Application Deadlines

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

Admission Requirements

To apply for the Master of Science in Nutrition (MSN), the following items must be submitted:

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

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

- chemistry
- organic chemistry

- biological chemistry (minimum of 1 semester combined of organic and biological chemistry)
- anatomy and physiology (equivalent of 6 credit hours)
- upper-division human nutrition course with macronutrient and micronutrient metabolism as the focus of the course (minimum of 3 credit hours)
- medical nutrition therapy (minimum of 3 credits of a combined medical nutrition therapy I and II or equivalent)

Concentration in the MSN program

Students will have option of selecting either the Dietetics Concentration or General Nutrition Concentration.

Admissions Decisions

Applicants may be regularly admitted, admitted with requirements, waitlisted, or denied acceptance. Applicants admitted with requirements typically have obligations to fulfill either before starting the MSN program and/or within the first year of enrollment. Applicants admitted with requirements may have not graduated with their undergraduate degree at the time of admission, and/or may have an undergraduate GPA below the minimum requirement for admission. Applicants may be waitlisted in the case where program capacity has been reached and will be notified if space becomes available in the program.

For students interested in completing the Nutrition Accelerated Program (which allows students to complete a Bachelor's and Master's degree in as little as 5 years), please contact the Department of Nutrition at nutrition@msudenver.edu or 303-615-0990.

Confirmation of Enrollment

Accepted students must confirm their enrollment into the program according to the process as outlined in their admissions letter.

Admissions Deferral

Applicants who are admitted to the MSN program may defer their start semester up to two semesters or one academic year from the term that acceptance was originally offered. Applicants who choose to defer their start date must notify the Department of Nutrition Graduate Program and follow additional steps as outlined by the program.

Transfer Students

No transfer credits are allowed within the MSN program.

Non-Degree-Seeking Students

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

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

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

Prior Learning Assessment

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

Readmission

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

Students who are readmitted to the MSN will be held to policies and curriculum for the term for which they are readmitted.

Financial Aid

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

Academic Standing Policies

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

Mandatory Attendance

MSN program requires mandatory attendance in the following two events:

- Pre-program orientation attendance during or before the first week of classes.
- End-of-program Nutrition Research Day event must be attended by all graduating students and/or students enrolled in the Graduate Nutrition Capstone III course.

Minimum Grade and GPA Requirements

- Students must complete the required coursework while maintaining a cumulative GPA of 3.0 or greater. Any student falling below a 3.0 in any given term will be placed on academic probation and be required to develop a remediation plan with an academic advisor for raising the GPA above a 3.0. Students who fail to complete the requirements of their remediation plan may be dismissed from the program.

- No more than two grades of "C", "C-", "C+" will count toward degree requirements, and no grade lower than "C-" will count toward the degree. Students receiving "C", "C-", "C+" will be placed on a remediation plan. Students receiving below "C-" will be placed on a remediation plan and will be required to repeat the course. Students who do not successfully complete a course with a "B-" or better after the second attempt may be dismissed from the program.

Definition of Full-time Graduate Student Status

The MSN program recognizes six (6) semester hours during a regular semester (fall, spring, and summer) as the minimum full-time course load.

Course Load

- Students who wish to take more than 15 semester hours (12 in the summer semester) must have a minimum GPA of 3.00, have approval from the graduate program director, and have approval from the Associate Vice President of Graduate Studies.
- The maximum load for a two-week Winterim or Maymester term is 3 semester hours, excluding short-term study abroad courses.

Duplicative Coursework

- No course may count toward both a master's degree and a bachelor's degree unless is specified by the department.

Residency Requirement

- MSU Denver's residency requirement for master's programs requires that at least 30 credit hours be completed at MSU Denver for this program.

Time Limit on Completion of Degree

- Students must complete the master's degree within six (6) calendar years from their initial enrollment or readmission term.

Required Coursework

These are the courses taken by students in both concentrations: Dietetics and General Nutrition. This equals 24 credits.

- NUT 5100 - Introduction to Nutrition Research **Credits: 3**
- NUT 5110 - Macronutrients in Health and Disease **Credits: 3**
- NUT 5120 - Vitamins, Minerals, and Bioactive Compounds in Health and Disease **Credits: 3**
- NUT 5130 - Advanced Assessment and Intervention in Clinical Nutrition **Credits: 3**
- NUT 5150 - Lifecycle Nutrition **Credits: 3**
- NUT 5160 - Empowered Leadership in Nutrition **Credits: 3**

- NUT 5170 - Nutrition and the Community: Equity, Inclusion, and Access **Credits: 3**
- NUT 6000 - Nutrition Research Capstone I **Credits: 1**
- NUT 6010 - Nutrition Research Capstone II **Credits: 1**
- NUT 6020 - Nutrition Research Capstone III **Credits: 1**

Dietetics Concentration

These are 6 credit hours specifically taken by students in the Dietetics Concentration.

Therefore, 24 credits (core) + 6 credits (concentration) totals to 30 credits to complete the graduate program.

- NUT 5140 - Advanced Clinical Practice Topics **Credits: 3**
- NUT 5180 - Food System and Policy **Credits: 3**

General Nutrition Concentration

Students are required to take 6 credits for this concentration. Students can select any two courses from the following list or a course at the 5000 level and above with the NUT prefix.

Therefore, 24 credits (core) + 6 credits (concentration) totals to 30 credits to complete the graduate program.

- NUT 5140 - Advanced Clinical Practice Topics **Credits: 3**
- NUT 5180 - Food System and Policy **Credits: 3**
- NUT 5500 - Global and Cultural Topics in Nutrition **Credits: 3**
- NUT 5510 - Nutrition Counseling and Communication Strategies **Credits: 3**
- NUT 5520 - Sports Nutrition **Credits: 3**

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 (Spanish-English) 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 can be found on the [SLHS department's website](#).

ADMISSIONS

The SLHS Department is committed to recruitment processes that are inclusive of diverse students as well as admission principles that account for the diversity of applicants' education and experiential background. Admission criteria are designed to capture the applicants' strengths and compatibility with the MS SLP's core values: community, accessibility, diversity and respect.

Application Process

Students apply to the Master of Science in Speech-Language Pathology at MSU Denver through the Communication Sciences and Disorders Centralized Application Service (CSDCAS) and submit associated application fee. Applications must be completed in CSDCAS by the posted deadline to be considered for the current application cycle. Incomplete applications will not be reviewed. Applicants will be notified via email of their application status. Applicants may be admitted, waitlisted or denied admission.

To be considered for admission to the MS SLP program, students must demonstrate:

- Evidence of a bachelor's degree from a regionally accredited university with a minimum 3.0 cumulative GPA.
- Evidence of a cumulative GPA in prerequisite SLHS coursework greater than or equal to 3.0.

Application materials include:

- Resume
- Written responses to several short essay questions
- Letters of recommendation from academic references

Additional requirements may include:

1. Writing sample
2. In-person or virtual interview

Students indicate interest in the bilingual concentration when they accept offers of admission. Students must demonstrate native or near-native proficiency with Spanish through either standardized assessment of speaking and writing and/or conversational exchange with native Spanish speakers to be eligible for the concentration in bilingual service provision.

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. While the number of credits is not specified, each must be a standalone course.

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

Program leadership will only consider requests for course substitutions with sufficient documentation that includes but is not limited to a course syllabus that details learning outcomes, content covered and evaluation metrics.

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.

Upon entering the MS SLP program, students must provide evidence of having completed a minimum of 25 observation hours of direct service provision with an ASHA-certified SLP or audiologist. Only activities that fall under the SLP scope of practice may be applied towards the observation requirement.

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.

ADDITIONAL INFORMATION

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 [Financial Aid](#) for more information.

Academic Policies

All MS SLP policies/procedures can be found in the MS SLP program handbook available to all current MS SLP students. A handbook of clinical policies and procedures is also provided to all current students.

Specific policies/processes of the MS SLP program are described below.

- Students are required to meet individually with program leadership at least twice during each year of the program.
- 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.
- Students must complete the required didactic and clinical coursework while maintaining a cumulative GPA of 3.0 or greater.
- No course grade lower than a "B-" counts towards degree completion.
- All students are required to complete a summative portfolio as part of their degree requirements. The summative portfolio includes specific artifacts from various points throughout the student's program of study along with a narrative of how their knowledge and skills have progressed over time. Post-graduation, the portfolio may function as a personalized professional development plan for students. Alterations to the format of the summative portfolio require formal approval by the Program Director.
 - A committee of at least three faculty/staff from the MS SLP program will holistically evaluate each student's portfolio. Students must receive a "meets expectations" designation on the summative portfolio rubric in partial fulfillment of the MS SLP requirements. Students who receive an unsatisfactory rating ("below expectations") on their summative portfolio will be put on an individualized, written Competency Attainment Plan (see below).
- 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.
- 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 Continuation 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 **Credits: 3**
 - SLHS 5120 - Acquired Neurogenic Disorders: Cognitive-Communication and Dysarthrias **Credits: 3**
 - SLHS 5130 - Literacy: Development and Disorders **Credits: 3**
 - SLHS 5210 - Speech Sound Disorders **Credits: 3**
 - SLHS 5220 - Acquired Neurogenic Disorders: Aphasias, Apraxias, and Dementias **Credits: 3**
 - SLHS 5230 - Voice Disorders **Credits: 3**
 - SLHS 5240 - Fluency Disorders **Credits: 2**
 - SLHS 5310 - Clinical Methods: Prevention and Intervention **Credits: 3**
 - SLHS 5320 - Clinical Methods: Assessment **Credits: 3**
 - SLHS 5330 - Cultural and Linguistic Diversity in Communication Disorders **Credits: 3**
 - SLHS 5340 - Evidence-Based Practice/Clinical Research **Credits: 3**
 - SLHS 5360 - Counseling for Professional Service Delivery **Credits: 3**
 - SLHS 5410 - Swallowing and its Disorders **Credits: 3**
 - SLHS 5420 - Communication Modalities for Individuals with Complex Communication Needs **Credits: 1**
- 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 **Credits: 3**
- SLHS 5155 - Language and Speech Disorders: Deaf and Hard of Hearing Population **Credits: 3**
- SLHS 5255 - Craniofacial Disorders **Credits: 3**
- SLHS 5355 - Professional Advocacy **Credits: 3**
- SLHS 5425 - Seminar in Augmentative and Alternative Communication **Credits: 3**
- SLHS 5945 - Foundations of Bilingualism **Credits: 3**

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 **Credits: 2** (repeated)
 - SLHS 6101 - Clinical Seminar I **Credits: 1** (repeated)
 - SLHS 6200 - Clinical Practica II **Credits: 1-9** (repeated)
 - SLHS 6201 - Clinical Seminar II **Credits: 2** (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 - Early Intervention and School-Age Bilingual Service Delivery **Credits: 3**
 - SLHS 5935 - Bilingual Service Delivery in Medical/Clinical Practice **Credits: 3**
 - SLHS 5945 - Foundations of Bilingualism **Credits: 3**
- Subtotal: 9 credits**

Master of Social Work

- [MSW Program](#)
- [Mission Statement and Goals](#)
- [Accreditation](#)
- [Regular MSW Program](#)
- [Advanced Standing MSW Program](#)
- [Regular MSW Program Admissions](#)
- [Advanced Standing MSW Program Admissions](#)
- [Non-degree-seeking Admissions Process](#)
- [Transfer Student Admission Guidelines](#)
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The Department of Social Work at Metropolitan State University of Denver offers both a Bachelor of Science in Social Work degree and a Master of Social Work degree.

MSW Program

msudenver.edu/socialwork

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

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

Practice Model

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

Mission Statement and Goals

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

Goals

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

Accreditation

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

Program Options

Regular MSW Program

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

All students must complete the Regular MSW Program courses in a specified sequence. See "Advising Snapshots" on the MSW website for examples.

[Required Coursework](#)

Advanced Standing MSW Program

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

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

Degree Completion Options

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

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

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

*A limited number of fully online seats are available each year to out of state students. Applicants should inquire with the Office of Social Work Student Services.

Regular MSW Program Admissions

If the student holds an undergraduate degree in any discipline other than social work, the student must complete the Regular (60 semester hours) Master of Social Work Program, including the undergraduate course prerequisites listed on the MSW Program website. The Regular MSW Program only begins during the fall semester.

Application Deadlines

Please check the MSW website for current application deadlines.

Program Eligibility and Admissions Requirements

- Have a cumulative undergraduate GPA of 3.0 or higher. Applicants with a cumulative GPA below 3.0 may still apply for admissions. If accepted, additional requirements will be part of the admission decision.
- Have completed, or will complete, a bachelor's degree from a regionally accredited college or university prior to the fall semester in which the student begins the MSW program.
- Undergraduate course prerequisites as indicated on the MSW Program website.

- Completion of all required application materials. The application materials for Regular Program applicants consist of several components. These components are updated each admissions cycle on the MSW Program website.

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

Additional Admissions Requirements for International Students

- Complete all of the same requirements as domestic students.
- International students must achieve a minimum score of 76 on the Internet based TOEFL. For more information on testing options and support for international students, visit the Office of Graduate Studies website.
- Submit the required immigration documents for issuance of an I-20.
- Complete the Office of Graduate Studies affidavit for financial support form located on the Office of Graduate Studies website.

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

Advanced Standing MSW Program Admissions

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

Program Eligibility

Advanced Standing eligibility is considered only for applicants who:

- Hold a degree from a baccalaureate, social work program accredited by CSWE, hold a degree recognized through CSWE's International Social Work Degree Recognition and Evaluation Service,* or hold a degree from a program that is covered under a memorandum of understanding with international social work accreditors.* The degree must have been completed within the last 6 years from the intended start semester in the MSW Program.
- Have a cumulative undergraduate GPA of 3.0 or higher. Applicants with a cumulative GPA below 3.0 may still apply for admissions. If accepted, additional requirements will be part of the admission decision.

- Completion of all required application materials. The application materials for Advanced Standing applicants consist of several components. These components are updated each admissions cycle on the MSW Program website.

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

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

Additional Admissions Requirements for International Applicants

International students must:

- Complete all of the same requirements as domestic students.
- Achieve a minimum score of 76 on the Internet based TOEFL. For more information on testing options and support for international students, visit the Office of Graduate Studies website for more information.
- Submit the required immigration documents for issuance of an I-20.
- Complete the Office of Graduate Studies affidavit for financial support form.

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

Admissions Decisions

Applicants may be accepted, accepted with requirements, waitlisted, or denied admissions to the MSW Program. Applicants accepted with additional requirements typically have additional obligations to fulfill either before the start of the MSW Program and/or within the first 6 credit hours of enrollment. Waitlist status may be extended to eligible applicants in the case where program capacity has been reached. In these cases, applicants will be notified if space becomes available. Applicants who are denied from the Program are encouraged to apply again for future semesters.

For further information about each admission decision visit the MSW Program website.

Confirmation of Enrollment

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

Admissions Deferral

Applicants who are accepted or accepted with requirements into the MSW Program may defer their start semester up to one academic

year from the term that acceptance was originally offered. The full departmental application is not required, however the following items are required to confirm the new start semester:

- Readmission After Deferral form.
- The MSU Denver general graduate application and fee.

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

Applicants with questions may contact the Office of Social Work Student Services at socialwork@msudenver.edu.

Important University Policies for MSW Students

The following policies are university level, meaning they apply to all graduate students, however they address common questions from MSW applicants. As a graduate student, you should also be familiar with the rest of the University level policies outlined in the Graduate Catalog. Please see the policies below and information on how to find the related MSW Program policy and process.

Non-degree-seeking Admission Guidelines

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

Students who wish to apply for non-degree seeking status and take MSW Program coursework should follow the procedures and time line outlined on the MSW Program website. Accepted students may take up to 12 credits of MSW coursework as non-degree seeking students. The coursework that accepted non-degree seeking students may take will be denoted in the admissions letter.

Transfer Student Admission Guidelines

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

Refer to the MSW Program website for more information on how to request the transfer of credits into the MSW Program.

Residency Requirement

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

Course Load

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

Duplicative Coursework

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

Departmental Policies

Credit for Life Experience

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

Testing Out Policy

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

Minimum Grade and GPA Requirements

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

Please note, all grades and notations remain on the graduate transcript. There is no Best Grade Stands policy at the graduate level.

Graduate Course Registration Eligibility

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

Time Limit on Completion of Degree

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

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

Sequential Coursework Policy

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

Change of Program Criteria Policy

At the time of admission to the Master of Social Work Program, the student will receive a comprehensive acceptance summary that includes the following criteria: acceptance status (regular or with requirements), program (Regular/Advanced Standing), course delivery method (fully online/mixed traditional), and enrollment status (full-time/part-time). Students will also receive a link to the relevant advising snapshots that outlines a clear path to graduation. Students have an opportunity to request a change of any of the criteria at the Confirmation of Enrollment stage. After that, students may request changes via the Request for Change of Academic Plan form. Students may obtain the Change of Academic Plan form on the MSW Program website.

Readmission Policy

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

MSW Program students who are eligible for readmission should submit the following materials to the Office of Social Work Student Services:

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

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

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

Grades and Notations

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

Departmental Policy Incomplete Notation

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

MSW Foundation Coursework (First Year)

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

- SWKM 5400 - Human Behavior in the Social Environment **Credits: 3**

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

MSW Concentration Coursework (Second Year)

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

Advanced Standing Summer Bridge

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

- SWKM 5475 - Legal Issues in Social Work Practice **Credits: 3**
- SWKM 6400 - Bridge Seminar **Credits: 3**

Dietetic Internship

Introduction

The Department of Nutrition offers a Dietetic Internship which provides the required supervised practice hours to fulfill the experiential requirements to be eligible to take the Registration Examination for Dietitians and earn the Registered Dietitian/Registered Dietitian Nutritionist (RD/RDN) credential.

Accreditation

The program is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, Illinois 60606-6995, (800) 877-1600 ext. 5400.

Mission

The mission of the Dietetic Internship is to prepare culturally diverse and competent entry-level registered dietitian nutritionists to serve varied populations within urban settings through the promotion of optimal nutrition, health, and well-being.

The program aims to produce Registered Dietitian Nutritionists (RDNs) who:

- provide quality service that is culturally sensitive and based on customer expectations and needs
- serve the profession and urban communities
- engage in lifelong learning

Application Deadline

Applications are typically due mid-February each year. For information regarding the application process and deadlines, please see the [MSU Denver Dietetic Internship website](#).

Admission Requirements and Application Process

Program acceptance requires the following:

- Completion of a master's/graduate degree from a regionally accredited university by the start of the internship program
- minimum 3.0 cumulative GPA
- minimum 3.0 GPA in Didactic Program in Dietetics (DPD) coursework
- DPD verification statement

There is a \$50 application fee for MSU Denver. Only complete applications will be reviewed. Applicants will be notified via email of their application status. Please refer to the MSU Denver Dietetic Internship program website pages for information about program details, requirements and application process at: <https://www.msudenver.edu/nutrition/programs/dietetic-internship/>.

After a student is accepted into the Dietetic Internship program, they must submit a graduate application to MSU Denver. Students must also 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. The dietetic internship program director also must receive copies of the official transcript mailed or electronically sent directly from the college or university in which the highest degree was conferred.

Transfer Students

The MSU Denver Dietetic Internship does not accept transfer students or transfer credits.

Prior Learning Assessment

No credit is given for prior learning experience derived from employment or other life experience.

Readmission

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

Financial Aid

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

Academic Standing Policies

All students accepted into the program must adhere with the following academic policies: Students must complete the required coursework with at least a grade of "C" each time the course is taken. No notation lower than a "C" counts toward completion of the internship. Students receiving lower than a "C" will be required to repeat the internship rotation in which the grade was earned. Students may enroll in no more than 15 credits per semester for fall and spring semesters without departmental approval. The maximum load for a two-week Winterim or Maymester term is 3 semester hours, excluding short-term study abroad courses. No course may count toward both a graduate certificate and a bachelor's degree. Students must complete the internship within two (2) calendar years from their initial enrollment term.

Please refer to the MSU Denver Dietetic Internship program website for information about program-specific policies and procedures at: <https://www.msudenver.edu/nutrition/graduateprograms/dietetic-internship/>.

Required Coursework

Interns accepted into the Dietetic Internship must complete 24 credits of coursework. Each semester, interns must register for and complete NUTM 6000, Dietetic Internship Practicum.

- NUTM 6000 - Dietetic Internship Practicum **Credits:** 3-12

Students interested in completing a Master of Science in Human Nutrition and Dietetics in addition to the Dietetic Internship should visit the MSU Denver [Master of Science in Nutrition](#) catalog page for additional information.

Graduate Certificate in Business Analytics

The graduate certificate program in Business Analytics comprises of four current MBA courses:

Information Systems Strategy and Planning (MBA 5205) - 3 credits
Knowledge Discovery Using Business Analytics (MBA 5210) - 3 credits
Practical Business Analytics (MBA 5220) - 3 credits
Data Mining for Business Intelligence (MBA 5230) - 3 credits

Information Systems Strategy and Planning (MBA 5205)

This course builds an understanding of information technology from a management perspective. By the end of this course, students will have an understanding of the links between information technology, business strategy, business process management, and organizational management dynamics. Three main themes are emphasized: the current market for IT capabilities and services, ways to gain competitive advantage by using information technology to enable new value-enhancing strategies and business models and products, and understanding how managers should specify, source, deploy, manage and support their information technology assets and infrastructure.

Knowledge Discovery Using Business Analytics (MBA 5210)

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

Practical Business Analytics (MBA 5220)

This course introduces the role of business analytics in organizations with examples of projects in multiple functional areas, industries and using a variety of analytics methods. This course applies practical

methodologies, strategies, and best practices for performing descriptive, predictive, and prescriptive analytics. In order to support the overall business analytics framework and methodology, this course also includes the use of enterprise level analytics tools and systems.

Data Mining for Business Intelligence (MBA 5230)

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

Program Learning Goals

Business students will demonstrate competence in required business analytics topics.

Objective 1: Statistical techniques for Business Analytics

Objective 2: Data Mining & Visualization

Objective 3: Big Data Analytics

Objective 4: Data-driven decision making

Admission requirements

The admission requirements into the certificate program will be the same that of the [Master of Business Administration](#).

Required Courses

- MBA 5205 - Information Systems Strategy Planning **Credits: 3**
- 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**

Total: 12 credits

Graduate Certificate of Cyber Defense

The Graduate Certificate of Cyber Defense will educate students in the areas most important to securing any organization. It will include an overview of computer security infrastructure, delineating both the existing threats, and those emerging from social media, the Internet of Things, and threats to basic infrastructure. Network security will be covered including firewalls, Virtual Private Networks, and securing wireless networks. Multiple layers of the network will be covered, include deep-packet inspection. Intrusion prevention, detection, analysis, and recovery will also be addressed from both a host and network point of view.

The Graduate Certificate of Cyber Defense is a stackable program. Graduate credits earned in this certificate program may count toward the M.S. in Cybersecurity degree (CYBM) at MSU-Denver.

Admission to the Graduate Certificate of Cyber Defense:

To be admitted to the Graduate Certificate of Cyber Defense, candidates must:

- Submit graduate application and application fees.
- Hold a baccalaureate degree from an accredited college or university regionally. A minimum undergraduate GPA 3.0 (cumulative) on a scale of 4.0 is required.
- Submit official transcripts from all institutions of higher education previously attended (transcripts from MSU-Denver are not required). Institutions may also send official electronic transcripts to gradtranscripts@msudenver.edu.
- Submit a resume.

Application Deadline:

Please refer to the CYBM program website @ <https://www.msudenver.edu/cjc/academics/graduateprogram/> for the current application deadline.

Transfer Students:

The Graduate Certificate of Cyber Defense does not accept any transfer of credits.

Credit for Prior Learning or Life Experience:

The Graduate Certificate of Cyber Defense does not offer any prior learning credits from life and/or work experience.

Testing Out Policy:

The Graduate Certificate of Cyber Defense does not provide an option to test out of any coursework.

Readmission Policy:

Students not enrolled for three (3) consecutive semesters, including summer, must reapply to the University. Students requesting readmission must be in good academic standing and must submit

their application for readmission to the certificate program in which they have been enrolled.

The Graduate Certificate of Cyber Defense students who are eligible for readmission should submit the following materials:

- Readmission After Leave of Absence Form (located on the CYBM Program website @ <https://www.msudenver.edu/cjc/academics/graduateprogram/>).
- The MSU-Denver graduate application and fees.
- Students who are readmitted into the Graduate Certificate of Cyber Defense program will be held to the policies and curriculum of the later term in which they officially restart the Graduate Certificate of Cyber Defense program.
- An approved readmit application is valid for one academic year (including summer) from the readmit semester.
- Students who are not in good academic standing are not eligible for the readmit application process and must fully apply to the Graduate Certificate of Cyber Defense.

Financial Aid:

Please visit MSU-Denver Graduate Financial Aids @ <https://msudenver.edu/financialaid/graduate/> for more information.

Certificate Completion:

Graduate Certificate Course Registration Eligibility

Only students who are formally accepted into the Graduate Certificate of Cyber Defense program may register for any graduate certificate courses.

GPA Requirements:

- Students in the Graduate Certificate of Cyber Defense program must complete the certificate with a cumulative GPA of 3.0 or higher.
- No grade lower than a "C" will count toward the certificate. Students receiving a "D" or below will be required to repeat the course.

Duplicative Coursework:

All MSU-Denver courses in the Graduate Certificate of Cyber Defense courses may count toward the M.S. in Cybersecurity degree at MSU-Denver.

Time Limit on Completion of Certificate:

Students must complete the Graduate Certificate of Cyber Defense program within six calendar years from the term they initially enroll. Students should check the program website @ <https://www.msudenver.edu/cjc/academics/graduateprogram/> and specific program section of the catalog to determine specific certificate requirements.

Total Required Credits: 9

- CYBM 5020 - Cybersecurity Infrastructure **Credits:** 3
- CYBM 5021 - Network and Internet Security **Credits:** 3
- CYBM 5022 - Intrusion Detection and Prevention **Credits:** 3

Graduate Certificate of Cybercrime Investigation

The Graduate Certificate of Cybercrime Investigation will prepare students to excel and advance in a field with increasingly complex challenges. This graduate level certificate is an introduction to the fundamental concepts behind the collection and analysis of the digital evidence left behind in a digital crime scene. The courses will include cybersecurity infrastructure, investigations, cybercriminology and computer and mobile device forensics. MSU-Denver's Graduate Certificate of Cybercrime Investigation is an interdisciplinary certificate that combines the Departments of Criminal Justice and Criminology, Computer Information Systems and Business Analytics, and Mathematical and Computer Sciences.

The Graduate Certificate of Cybercrime Investigation is a stackable program. Graduate credits earned in this certificate program may count toward the M.S. in Cybersecurity degree at MSU-Denver.

Admission to the Graduate Certificate of Cybercrime Investigation:

To be admitted to the Graduate Certificate of Cybercrime Investigation, candidates must:

- Submit graduate application and application fees.
- Hold a baccalaureate degree from an accredited college or university regionally. A minimum undergraduate GPA 3.0 (cumulative) on a scale of 4.0 is required.
- Submit official transcripts from all institutions of higher education previously attended (transcripts from MSU-Denver are not required). Institutions may also send official electronic transcripts to gradtranscripts@msudenver.edu.
- Submit a resume. gradtranscripts@msudenver.edu

Application Deadline:

Please refer to the CYBM program website @ <https://www.msudenver.edu/cjc/academics/graduateprogram/> for the current application deadline.

Transfer Students:

The Graduate Certificate of Cybercrime Investigation does not accept any transfer of credits.

Credit for Prior Learning or Life Experience:

The Graduate Certificate of Cybercrime Investigation does not offer any prior learning credits from life and/or work experience.

Testing Out Policy:

The Graduate Certificate of Cybercrime Investigation program does not provide an option to test out of any coursework.

Readmission Policy:

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

The Graduate Certificate of Cybercrime Investigation students who are eligible for readmission should submit the following materials:

- Readmission After Leave of Absence Form (located on the CYBM Program website @ <https://www.msudenver.edu/cjc/academics/graduateprogram/>).
- The MSU-Denver general graduate application and fees.
- Students who are readmitted into the Graduate Certificate of Cybercrime Investigation program will be held to the policies and curriculum of the later term in which they officially restart the Graduate Certificate of Cybercrime Investigation program.
- An approved readmit application is valid for one academic year (including summer) from the readmit semester.
- Students who are not in good academic standing are not eligible for the readmit application process and must fully apply to the Graduate Certificate of Cybercrime Investigation program.

Financial Aid:

Please visit MSU-Denver Graduate Financial Aids @ <https://msudenver.edu/financialaid/graduate/> for more information.

Certificate Completion:

Graduate Certificate Course Registration Eligibility

Only students who are formally accepted into the Graduate Certificate of Cybercrime Investigation program may register for any graduate certificate courses.

GPA Requirements:

- Students in the Graduate Certificate of Cybercrime Investigation program must complete the certificate with a cumulative GPA of 3.0 or higher.
- No grade lower than a "C" will count toward the certificate. Students receiving a "D" or below will be required to repeat the course.

Duplicative Coursework:

All MSU-Denver courses in the Graduate Certificate of Cybercrime Investigation courses may count toward the M.S. in Cybersecurity degree at MSU-Denver.

Time Limit on Completion of Certificate:

Students must complete the Graduate Certificate of Cybercrime Investigation program within six calendar years from the term they

initially enroll. Students should check the program website @ <https://www.msudenver.edu/cjc/academics/graduateprogram/> and specific program section of the catalog to determine specific certificate requirements.

Total Required Credits: 12

- CYBM 5001 - Cybercrime Investigation **Credits: 3**
- CYBM 5002 - Theories of Cybercrime **Credits: 3**
- CYBM 5020 - Cybersecurity Infrastructure **Credits: 3**
- CYBM 5023 - Computer and Mobile Device Forensics **Credits: 3**

Graduate Certificate of Cybersecurity Leadership

The Graduate Certificate of Cybersecurity Leadership aims to provide technology leaders with a deep understanding of cyber security's impact on digital life and to empower cybersecurity leaders with tools for safer and more productive working environments. Students will acquire a global perspective on cybersecurity and information security topics. The integrated learning experience will allow students to advance in your professional area, and cooperate with others with diverse backgrounds from technology, business, and law enforcement.

The Graduate Certificate of Cybersecurity Leadership is a stackable program. Graduate credits earned in this certificate program may count toward the M.S. in Cybersecurity degree at MSU-Denver.

Admission to the Certificate of Cybersecurity Leadership:

To be admitted to the Certificate of Cybersecurity Leadership, candidates must:

- Submit graduate application and application fee.
- Hold a baccalaureate degree from an accredited college or university regionally. A minimum undergraduate GPA 3.0 (cumulative) on a scale of 4.0 is required.
- Submit official transcripts from all institutions of higher education previously attended (transcripts from MSU-Denver are not required). Institutions may also send official electronic transcripts to gradtranscripts@msudenver.edu.
- Submit a resume.

Application Deadline:

Please refer to the CYBM program website @ <https://www.msudenver.edu/cjc/academics/graduateprogram/> for the current application deadline.

Transfer Students:

The Graduate Certificate of Cybersecurity Leadership does not accept any transfer of credits.

Credit for Prior Learning or Life Experience:

The Graduate Certificate of Cybersecurity Leadership does not offer any prior learning credits from life and/or work experience.

Testing Out Policy:

The Graduate Certificate of Cybersecurity Leadership program does not provide an option to test out of any coursework.

Readmission Policy:

Students not enrolled for three (3) consecutive semesters, including summer, must reapply to the University. Students requesting readmission must be in good academic standing and must submit

their application for readmission to the certificate program in which they have been enrolled.

The Graduate Certificate of Cybersecurity Leadership students who are eligible for readmission should submit the following materials:

- Readmission After Leave of Absence Form (located on the CYBM Program website @ <https://www.msudenver.edu/cjc/academics/graduateprogram/>).
- The MSU-Denver general graduate application and fees.
- Students who are readmitted into the Graduate Certificate of Cybersecurity Leadership program will be held to the policies and curriculum of the later term in which they officially restart the Graduate Certificate of Cybersecurity Leadership program.
- An approved readmit application is valid for one academic year (including summer) from the readmit semester.
- Students who are not in good academic standing are not eligible for the readmit application process and must fully apply to the Graduate Certificate of Cybersecurity Leadership program.

Financial Aid:

Please visit MSU-Denver Graduate Financial Aids @ <https://msudenver.edu/financialaid/graduate/> for more information.

Certificate Completion:

Graduate Certificate Course Registration Eligibility

Only students who are formally accepted into the Graduate Certificate of Cybersecurity Leadership program may register for any graduate certificate courses.

GPA Requirements:

- Students in the Graduate Certificate of Cybersecurity Leadership program must complete the certificate with a cumulative GPA of 3.0 or higher.
- No grade lower than a "C" will count toward the certificate. Students receiving a "D" or below will be required to repeat the course.

Duplicative Coursework:

All MSU-Denver courses in the Graduate Certificate of Cybersecurity Leadership courses may count toward the M.S. in Cybersecurity degree at MSU-Denver.

Time Limit on Completion of Certificate:

Students must complete the Graduate Certificate of Cybersecurity Leadership program within six calendar years from the term they initially enroll. Students should check the program website @ <https://www.msudenver.edu/cjc/academics/graduateprogram/> and specific program section of the catalog to determine specific certificate requirements.

Required Courses

Total 9 credits

- CYBM 5205 - Information Systems Strategy Planning
Credits: 3
- CYBM 5242 - Security Risk Analysis and Risk
Management **Credits: 3**
- CYBM 5248 - Information Assurance **Credits: 3**

English Education Graduate Certificate

The English Education Certificate is a content-rich, pedagogical approach to graduate studies in English Education. Students in this program have already obtained licensure and this program serves to enrich content knowledge. The certificate offers three core graduate English courses: Linguistic Diversity, Assessment, and Current Trends, and students will select three variable topics courses for a total of 18 graduate hours. Students must earn a minimum passing grade of C- or better in all coursework to receive credit.

English Education Graduate Core

This core consists of three core courses for 9 credit hours total.

- ENG 5100 - Assessment of the ELA Learner **Credits:** 3
- ENG 5200 - Linguistic Diversity in the Secondary English Classroom **Credits:** 3
- ENG 5300 - Current Trends in English Education Action Research **Credits:** 3

Variable Topics in English

Students take three variable topics courses for 9 credit hours total.

- ENG 5400 - Variable Topics: English **Credits:** 3

Total Credits: 18

Graduate Certificate in Nutrition Science

Introduction

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

Mission and Goals

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

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

Application Deadlines

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

Admission Requirements

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

- Graduate admissions application
- Graduate application fee
- Official transcripts - Students must submit official transcripts from each college or university attended (transcripts from MSU Denver are not required). Official transcripts must be mailed directly from the previous colleges/universities in a signed, sealed envelope. Institutions may also send official electronic transcripts to gradtranscripts@msudenver.edu.
- Bachelor's degree from a regionally accredited university with a minimum 3.0 cumulative GPA

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

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

- medical nutrition therapy (minimum of 3 credits of a combined medical nutrition therapy I and II or equivalent)

Admissions Decisions

Applicants may be regularly admitted, regularly admitted with requirements, waitlisted, or denied acceptance. Applicants admitted with requirements typically have obligations to fulfill either before starting the Graduate Certificate in Nutrition Science program and/or within the first year of enrollment. Applicants admitted with requirements may have not graduated with their undergraduate degree at the time of admission, may be missing prerequisites, and/or may have an undergraduate GPA below the minimum requirement for admission. Applicants may be waitlisted in the case where program capacity has been reached and will be notified if space becomes available in the program.

Confirmation of Enrollment

Accepted students must confirm their enrollment into the program according to the process as outlined in their admissions letter.

Admissions Deferral

Applicants who are admitted to the Graduate Certificate in Nutrition Science program may defer their start semester up to two semesters or one academic year from the term that acceptance was originally offered. Applicants who choose to defer their start date must notify the Department of Nutrition Graduate Program and follow additional steps as outlined by the program.

Transfer Students

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

Non-Degree Seeking Students

Students admitted to the Graduate Certificate in Nutrition Science are non-degree seeking students. Non-degree seeking students do not qualify for financial aid and must re-apply and pay a new application fee in order to become degree seeking. Completing coursework as a non-degree seeking student does not guarantee admission into a degree program. Students accepted into the Graduate Certificate in Nutrition Science may take up to 12 credits of graduate level coursework in the program. These credits may also be applied to the Master of Science in Nutrition and Dietetics degree.

Prior Learning Assessment

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

Readmission

Students not enrolled for three (3) consecutive semesters, including summer, must reapply to the University. Students requesting readmission must be in good academic standing and must submit

their application for readmission to the master's program in which they have been enrolled.

Students who are readmitted to the Graduate Certificate in Nutrition Science will be held to policies and curriculum for the term which they are readmitted.

Financial Aid

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

Academic Standing Policies

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

Minimum Grade and GPA Requirements

- Students must complete the required coursework while maintaining a cumulative GPA of 3.0 or greater. Any student falling below a 3.0 in any given term will be placed on academic probation and be required to develop a remediation plan with an academic advisor for raising the GPA above a 3.0. Students who fail to complete the requirements of their remediation plan may be dismissed from the program.
- No grade lower than a "B" counts toward degree completion. Students receiving below a "B" will be required to repeat the course. Students who do not successfully complete a course with a "B" or better after the second attempt may be dismissed from the program.

Course Load

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

Time Limit on Completion of Certificate

- Students must complete the Graduate Certificate in Nutrition Science within five (5) calendar years from their initial enrollment term.

Required Coursework (6 credits)

The following courses are required to complete the Graduate Certificate in Nutrition Science.

- NUT 5110 - Macronutrients in Health and Disease **Credits:** 3
- NUT 5120 - Vitamins, Minerals, and Bioactive Compounds in Health and Disease **Credits:** 3

Electives (6 credits)

Students must select 6 credits of NUT classes at 5000-level or above from the university catalog.

Total Credits for Certificate: 12 credits

Graduate Certificate in Risk Assurance and Advisory

Risk Assurance and Advisory professionals add value to organizations by providing independent assurance and advisory services addressing governance, risk management, and controls across all aspects of a business. These professionals may work directly for a specific organization or in professional services and consulting firms offering risk assurance and advisory services to a variety of clients. This certificate will enable graduate students to gain practical skills that are transferrable to a wide variety of governance, risk management and controls roles as well as prepare for other industry-relevant certifications. Since MSU Denver is recognized as an Internal Auditing Education Partner, the student will also earn a certificate endorsed by the Institute of Internal Auditors.

Students will take 9 credits of required courses, plus 3 credits of elective courses, for a total of 12 credits to earn their Graduate Certificate in Risk Assurance and Advisory.

Students must complete each course in the certificate program with a grade of "B" or better. The courses cannot be taken pass/fail. Some courses in the certificate have prerequisites which must be satisfied. All credit hours of the required courses for this certificate must be completed at MSU Denver.

Certificate Program Admission:

Students eligible to enroll in the Graduate Certificate in Risk Assurance and Advisory courses include:

- Students with a bachelor's degree (or higher) from a regionally accredited college or university with a 3.0 GPA (cumulative **or** last 60 hours);
- Students with a bachelor's degree and approved professional examination, licensure or relevant professional experience;
- Students currently admitted to a graduate business program at another regionally accredited college or university;
- Students with a bachelor's degree (or higher) from a regionally accredited college or university with an admissions GMAT index score >1,000; and/or

- Students with approved significant relevant professional experience.

Required Courses

Students will take three required courses totaling 9 credits. These courses incorporate skills and knowledge necessary to be an effective Risk Assurance and Advisory professional including governance, enterprise risk management, internal controls, internal audit standards and ethics, business processes, fraud risks and investigations, and data analysis.

- ACCM 5600 - Fraud Examination Awareness Seminar
Credits: 3
- ACCM 5800 - Governance and Risk Assurance Theory
Credits: 3
And choose **one** of the following:
- ACCM 5230 - Data Mining for Business Intelligence
Credits: 3
- ACCM 5820 - Data Analysis for Fraud and Litigation
Credits: 3

Elective Course Options

In addition to the three required courses, an additional 3 credits must be taken from the electives listed here. There are electives covering a wide range of courses that help students tailor their certificate based on interests and career goals in the Risk Assurance and Advisory profession.

- ACCM 5205 - Information Systems Strategy Planning
Credits: 3
- ACCM 5400 - Strategic Cost Management **Credits: 3**
- ACCM 5650 - Legal Elements of Fraud **Credits: 3**
- ACCM 5901 - Risk Assurance and Advisory Engagements
Credits: 3
- MBA 5480 - Strategic Finance **Credits: 3**
- MBA 5510 - Operations and Supply Chain Management
Credits: 3

Total: 12 credits

Pathway 2 Lactation Consultant Training Graduate Certificate

The Lactation Consultant Training Program-Graduate Certificate is for students who wish to receive the necessary education and skills to be an International Board Certified Lactation Consultant (IBCLC). The graduate certificate program consists of NUT 5950-3 credits, NUT 5970-3 credits, and NUT 5990-12 credits. Students need to complete the required pre-requisite courses prior to applying for the certificate program. These courses are not considered as part of the credits for the certificate itself and will be evaluated as pre-requisites for acceptance into the graduate certificate program.

The goal of this certificate is to prepare competent entry-level lactation consultants in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains.

Application Deadlines- Students will be admitted into the certificate program using a rolling application deadline. All applications will be accepted and reviewed by the Nutrition Department at MSU Denver.

- Application fee- \$50 to MSU Denver.
- Graduate application- All students must complete an application to the university and to MSU Denver Nutrition Department Lactation Certificate Program.
- Minimum Degree Requirements- Program acceptance requires students to have a Bachelor's Degree from a regionally accredited university.
- Minimum GPA- Minimum of 3.0.
- Entrance Exam Required with Recommended Scores- none
- Official Transcripts - Students must submit official transcripts from each college or university they have attended. Official transcripts must be mailed or sent directly from the previous colleges/universities in a signed sealed envelope. Institutions may also send official electronic transcripts to gradtranscripts@msudenver.edu.
- No writing sample required for application

At least one letter of recommendation or contact information from someone who would recommend the applicant is required.

Currently this program is not approved to accept international students

- Prerequisite Courses

In each of the following 8 subjects, applicants must complete a minimum of one course. Applicants must demonstrate a passing grade in each of the courses and the courses must be a minimum of one academic credit session (e.g. semester, trimester, quarter, etc.) in length and provided by an accredited institution of higher learning

- Human Anatomy

- Human Physiology
- Infant and Child Growth and Development
- Introduction to Clinical Research
- Psychology or Counselling Skills or Communication Skills
- Sociology or Cultural Sensitivity or Cultural Anthropology

For the remaining 6 subjects, applicants may complete courses offered by an institution of higher learning or they may complete continuing education courses.

- Basic Life Support
- Medical Documentation
- Medical Terminology
- Occupational Safety and Security for Health Professionals
- Professional Ethics for Health Professionals
- Universal Safety Precautions and Infection Control

Transfer Students- All prerequisite coursework may be transferred into MSU Denver. The graduate certificate program will also accept transfer of coursework equivalent to NUT 5950.

Non-Degree Seeking Students- The number of courses a student may take as a non-degree seeking student cannot exceed one-third (1/3) of the total credit requirement for the certificate.

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

- Readmission- Readmission to the program will be determined by reapplication to the certificate program.
- Financial Aid- Financial Aid may be available for graduate students. Visit <https://msudenver.edu/financialaid/graduate/> for information.
- Minimum overall GPA requirements- 3.0.
- Maximum course load-Students may enroll in no more than 15 credits per semester for fall and spring semesters without department approval. The maximum load for a two-week Winterim or Maymester term is 3 semester hours, excluding short-term study abroad courses.
- Clinical Lactation Internship requirements: After the completion of NUT 5950 and NUT 5970, each student will complete 500 clinical lactation internship hours. These internship hours will be under the direct supervision of an International Board Certified Lactation Consultant (IBCLC). Students will register for NUT 5990 during the semesters they plan to complete their clinical lactation internship. Each 1 credit of NUT 5990 will result in 42.5 hours of clinical lactation internship placement at a hospital, community health center, or outpatient lactation practice under the supervision of an IBCLC. MSU Denver's Lactation Program will secure all clinical

placements for students at partner organizations. Students are required to pass a drug screening and background check along with completing PreCheck and My Clinical Exchange before receiving lactation internship placement.

- Duplicative Coursework- No course may count toward both a master's degree and a bachelor's degree.
- Timeline for completion of degree- Students must complete the certificate within five calendar years from the term they initially enroll.
- Program Specific Requirements
 - Advancement to Candidacy- Students must complete all coursework and the clinical lactation internship in 5 years. The minimum passing grade for all courses included in this certificate is an earned grade of "C".

Prerequisites

Courses required as pre-requisites for entry into the lactation consultant training program graduate certificate (alternate courses may be considered)

- BIO 2310 Human Anatomy and Physiology I **Credits:** 4
- BIO 2320 Human Anatomy and Physiology II **Credits:** 4
- BIO 1080 General Biology I **Credits:** 3
- ITP 1700 Medical Terminology **Credits:** 3
- NUT 3300 Cultural Aspects of Nutrition **Credits:** 3
- NUT 4800 Medical Nutrition Therapy **Credits:** 4
- NUT 2040 Introduction to Nutrition **Credits:** 3
- NUT 3700 Nutrition Education and Counseling **Credits:** 3
- NUT 4040 Nutrition Research Design and Evaluation **Credits:** 3

Required Courses: 18 credits

- NUT 5950 - Lactation Management **Credits:** 3
- NUT 5970 - Clinical Skills for Breastfeeding Support **Credits:** 3
- NUT 5990 - Lactation Internship **Credits:** 1-12 (must complete 12 credits)

STEMpath Cybersecurity Certificate

MSU Denver's Graduate STEMPath Certificate of Cybersecurity is an interdisciplinary program that combines the knowledge of cyber laws/policies, advanced computer science and information systems solutions for individuals not seeking a MS in cybersecurity but want to teach cybersecurity classes to K-12 level students. MSU Denver offers this certificate to current teachers with an existing BA/BS degree who teach in a K-12 system. Both GRE test and any graduate placement test are not required for this certificate. Should students apply for MS degree in cybersecurity, these tests will be required.

For students enrolled in this certificate, the cost for tuition will be the same as CYBM. Students with similar courses in their prior experience may request that courses be transferred to meet part of the certificate requirements.

This is a 24-credit hour certificate.

Admission to the CYBM STEMPath Certificate:

To be admitted to the CYBM STEMPath Certificate candidates must:

- Submit graduate application and application fee
- Be a current K-12 school teacher that has been approved by his/her school district or their representative - paperwork for this requirement must be submitted
- Hold a baccalaureate degree from an accredited college or university.
- Submit official transcripts from all institutions of higher education previously attended. A minimum undergraduate GPA 3.0 on a scale of 4.0 is required

Application Deadline

- For fall admission, the application deadline is June 1.

Credit for Prior Learning or Life Experience

The Graduate STEMPath Certificate of Cybersecurity allows up to 9 credit hours of prior learning experience in the following areas:

- Career literacy and workforce readiness for the fields of Computer Science, Information Technology, and Cybersecurity with an emphasis on equity and accessibility in the classroom
- Training to implement a culture of innovation through strategic thinking
- Training in information science.

Testing Out Policy

- The Graduate STEMPath Certificate of Cybersecurity does provide an option to test out of 9 credit hours of coursework at the graduate level if they have experience, knowledge, and skills in the above three areas.
- For this certificate, students can test out or receive prior learning credit for a total of 9 credit hours. They cannot combine these paths.
- These certificate courses are not transferrable to the CyberSecurity Masters Program.

Readmission Policy

Students who seek readmission should contact the MSU Denver Cybersecurity department. Students seeking readmission must also be in good academic standing.

Degree Completion

Graduate Course Registration Eligibility

Only students who are formally accepted into the Graduate STEMPath Certificate of Cybersecurity Certificate program can register for any Graduate STEMPath Certificate of Cybersecurity Certificate courses.

GPA Requirements

Students in the Graduate STEMPath Certificate of Cybersecurity must complete the degree with a cumulative GPA of 3.0 or higher. No grade lower than a "C" will count toward the degree. Students receiving a "D" or below will be required to repeat the course.

Duplicative Coursework

The Graduate STEMPath Certificate of Cybersecurity does not allow any course to count toward either the B.S. in Cybersecurity or the Master's Degree in Cybersecurity.

Grades and Notations

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

Program Policy for Incomplete Notation

Students who have an incomplete notation should contact a MSU Denver advisor for assistance.

Teaching Cybersecurity

These courses allow students to understand how to teach cybersecurity topics to K-12 students. Students with similar courses in their prior experience may request that courses be transferred to meet this part of the certificate requirements.

- CYBM 5500 - CYBM Equity Center Career Literacy
Credits: 3
- CYBM 5501 - CYBM Equity Center Design Thinking
Credits: 3
- CYBM 5502 - CYBM Equity Center Information Science
Credits: 3

Externship and Field Work

These courses help develop the hands on skills needed to demonstrate cybersecurity practices to high school students.

- CYBM 5506 - CYBM Equity Center Externship **Credits: 3**
- CYBM 5507 - CYBM Externship Part II **Credits: 3**

Basics of Programming, Networking, and Cybersecurity

- CYBM 5503 - Cybersecurity Regulations and Laws
Credits: 3
- CYBM 5505 - Information Technology Systems **Credits: 3**
- CYBM 5600 - Cybersecurity Applications **Credits: 3**

Total Credit Hours

24 credit hour certificate

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](#)
- [Trauma-Informed Practices Graduate Certificate](#)

Candidate Requirements

Candidate Requirements for Master of Arts in Teaching (MAT)

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

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

Admission to the Master of Arts in Teaching Program

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

- Official transcript indicating completion of a baccalaureate degree at a regionally accredited institution and whose cumulative undergraduate GPA, or whose GPA from the last 30 hours completed, is 3.00. If a candidate holds a GPA between a 2.50 and 2.99, a combination of GPA and a minimum score of 160 on the verbal reasoning section of the Graduate Record Exam (GRE) will be evaluated.
- Official transcripts from all institutions of higher education previously attended. Foreign transcripts must also have an official English translation done by a certified translator (if applicable), and a professional course-by-course evaluation showing equivalency to a U.S. Bachelor's degree. World

Education Services (www.wes.org) or Education Credential Evaluators (www.ece.org) are recommended professional transcript evaluation service providers.

- Vita or resume, which includes work experience.
- Two page, typed personal statement in support of application, explaining the decision to become an educator (note that if also applying for the Autism and Significant Support Needs Certificate, the personal statement must be 2.5 - 3 pages in length)
- Criminal History Agreement (included in application)
- Worker's Compensation Agreement (included in application)

Additional Application Requirements for International Applicants

International students must:

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

Candidate Requirements for 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) or Education Credential Evaluators (www.ece.org) are recommended professional transcript evaluation service providers.

- Vita or resume, which includes work experience.
- Two page, typed detailed letter of intent
- 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/
- 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

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

Gaining Acceptance into MSU Denver

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

Gaining Acceptance into the Autism and Significant Support Needs Certificate Program

Submit School of Education graduate application which requires the following:

- Current resume
- Personal statement
- Acknowledgment of need for access to individuals with Autism and/or significant support needs
- Criminal history agreement
- Worker's Compensation agreement

After Acceptance

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

Candidate Requirements for Non-Degree

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

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

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

Applicants in the above categories must submit the following:

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

Important Information for Non-Degree Seeking Students

- Graduate tuition applies for all graduate courses taken as a non-degree student. Information about tuition rates and payment deadlines is available on the Office of the Bursar's website, www.msudenver.edu/bursar.
- Students admitted as non-degree seeking are not eligible for graduate level financial aid.
- Students are held responsible, both academically and financially, for any class in which they enroll. Failure to withdraw from any class, regardless of attendance, results

in a grade of "F". Students remain liable for tuition and fees.

- All grading policies for degree-seeking students also apply to non-degree seeking students.
- Students who were previously enrolled in, or who have previously been denied admission to, the graduate degree program in the School of Education at MSU Denver are not eligible for non-degree status.
- Non-degree seeking students can change their status by fully complying with degree-seeking admission requirements and submitting another application and fee.

Non-Degree Enrollment Procedures

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

Autism and Significant Support Needs Certificate

Autism and Significant Support Needs Certificate Program

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

Certificate Program Requirements

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

Gaining Acceptance into MSU Denver

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

Gaining Acceptance into the Autism and Significant Support Needs Certificate Program

Submit School of Education graduate application which requires the following:

- Current resume
- Personal statement
- Acknowledgment of need for access to individuals with Autism and/or significant support needs
- Criminal history agreement
- Worker's Compensation agreement

After Acceptance

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

Financial Aid

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

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

Required Courses

Complete the following courses:

- SEDM 5600 - Academic Instruction for Students with Autism and Significant Support Needs **Credits: 3**
- SEDM 5675 - Transition Planning and Instruction **Credits: 3**
- SEDM 5800 - Communication Skills for Students with Autism and Significant Support Needs **Credits: 3**
- SEDM 6250 - Effective Behavioral Support Systems **Credits: 3**
- TEDM 6400 - Responsive Pedagogy **Credits: 3**

Required Courses Total: 15 credits

Optional Field Experience Course

This one credit course provides student with extra support if needed. This course is designed to provide field based experience as a culmination of the Autism and Significant Support Needs Certificate Program. Students will be required to assess their field placement, create an action

plan for improvement in an area of need determined by the assessment, determine interventions to improve the program, and then to conduct a final assessment. Based on the action plan students will be provided with coaching and resources that will support them in their efforts in educating students with Autism and significant support needs.

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

Subtotal: 1 credit

Total for Certificate: 15-16 credits

Master of Arts in Teaching

- [Licensure Requirement](#)
- [Standards for Continuing in the Program](#)
- [Eligibility for Student Teaching](#)

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

Students may choose from one of four areas of concentration:

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

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

Elementary Education Concentration

The MAT candidate in elementary education will complete requirements for licensure in the K-6 classroom. MAT students must complete all licensure and all "Core" classes to complete the MAT degree and to be recommended for licensure.

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

Special Education Concentration

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

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

Elementary Education Alternative Licensure Concentration

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

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

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

Eligibility for Student Teaching

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

have a minimum GPA of 3.0 in all MAT coursework, and

successful completion of all courses required for MAT licensure, except TEDM 6800 Capstone: Lesson Study for the Master of Arts Teaching Degree (may be taken concurrently with student teaching)

For additional information, please visit the Alternative Licensure Program website, msudenver.edu/alternative-licensure-program/.

Special Education Alternative Licensure Concentration

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

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

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

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

Eligibility for Student Teaching

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

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

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

Licensure Requirement

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

Standards for Continuing in the MAT Program

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

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

Eligibility for Student Teaching

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

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

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

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

Elementary Education Concentration

The MAT candidate in elementary education will complete requirements for licensure in the K-6 classroom. MAT students must complete all licensure and all "Core" classes to complete the MAT degree and to be recommended for licensure.

Master of Arts in Teaching Core

- CLDM 5510 - Foundations of Education for Culturally and Linguistically Diverse Students **Credits: 3**
- SEDM 5000 - Exceptional Learners in the Classroom **Credits: 3**
- TEDM 6100 - Educational Research **Credits: 3**

Required Master of Arts in Teaching Core Courses: 9 credits

Elementary Education Licensure Requirements

- RDGM 5112 - Emergent Literacy K-3 **Credits: 3**
- EDUM 5650 - Field Experience: Teaching and Learning K-6 **Credits: 1**
- EDUM 5660 - Teaching Writing K-6 **Credits: 3**
- RDGM 6000 - K-6 Literacy Instruction and Assessment **Credits: 3**
- RDGM 6005 - Field Experience: K-6 Literacy **Credits: 1**
- EDUM 6100 - Inquiry-based Elementary Social Studies **Credits: 3**
- TEDM 6200 - Classroom Assessment **Credits: 3**
- CLDM 5910 - Assessment of Culturally and Linguistically Diverse Learners **Credits: 3**
- MTLM 5610 - Elementary Mathematics from an Advanced Perspective **Credits: 4**
- EDUM 6120 - Teaching Inquiry-Based Elementary School Mathematics and Science **Credits: 3**

- EDUM 6125 - Field Experience: Teaching Inquiry-Based Elementary School Mathematics and Science **Credits: 1**
- EDUM 6190 - Elementary Student Teaching and Seminar: K-6 **Credits: 6 or 12**
- TEDM 6800 - Capstone for the Master of Arts in Teaching Degree **Credits: 1**

Required Licensure Courses: 41 credits

**Grand Total Elementary Education
Concentration: 50 credits**

Elementary Education Alternative Licensure Concentration

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

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

- Have an Alternative License pending employment/program status from the Colorado Department of Education (CDE).

AND

- Have a full-time elementary education teaching job in a Front Range school district or charter school.

To get an Alternative License, the candidate must:

- Submit the alternative pathway application to the CDE and include transcripts from a regionally accredited college or university, showing a baccalaureate degree.
- Pass a Colorado Bureau of Investigation fingerprint check.

AND

- Pass the Praxis II (5001) Elementary Education Content Exam.

Eligibility for Student Teaching

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

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

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

Master of Arts in Teaching Core

- CLDM 5510 - Foundations of Education for Culturally and Linguistically Diverse Students **Credits: 3**
- SEDM 5000 - Exceptional Learners in the Classroom **Credits: 3**
- TEDM 6100 - Educational Research **Credits: 3**

Required Master of Arts in Teaching Core Courses: 9 Credits

Elementary Education Alternative Licensure Requirements

- RDGM 5112 - Emergent Literacy K-3 **Credits: 3**
- CLDM 5910 - Assessment of Culturally and Linguistically Diverse Learners **Credits: 3**
- EDUM 5650 - Field Experience: Teaching and Learning K-6 **Credits: 1**
- EDUM 5660 - Teaching Writing K-6 **Credits: 3**
- RDGM 6005 - Field Experience: K-6 Literacy **Credits: 1**
- RDGM 6000 - K-6 Literacy Instruction and Assessment **Credits: 3**
- EDUM 6100 - Inquiry-based Elementary Social Studies **Credits: 3**
- MTLM 5610 - Elementary Mathematics from an Advanced Perspective **Credits: 4**
- TEDM 6200 - Classroom Assessment **Credits: 3**
- EDUM 6120 - Teaching Inquiry-Based Elementary School Mathematics and Science **Credits: 3**
- EDUM 6125 - Field Experience: Teaching Inquiry-Based Elementary School Mathematics and Science **Credits: 1**
- EDUM 6190 - Elementary Student Teaching and Seminar: K-6 **Credits: 6 or 12**
- TEDM 6800 - Capstone for the Master of Arts in Teaching Degree **Credits: 1**

Required Licensure Courses: 41 Credits

**Grand Total for Elementary Education
Alternative Licensure Concentration: 50 Credits**

Special Education Concentration

The MAT licensure program in special education provides candidates with a case-based curriculum designed to prepare them to meet the needs of children and adolescents with mild to severe disabilities.

The professional education sequence for a special education generalist provides content that emphasizes the development of effective decision making in diverse contexts.

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

Master of Arts in Teaching Core

- CLDM 5510 - Foundations of Education for Culturally and Linguistically Diverse Students **Credits: 3**

- SEDM 5000 - Exceptional Learners in the Classroom **Credits: 3**
- TEDM 6100 - Educational Research **Credits: 3**

Required Master of Arts in Teaching Courses: 9 credits

Special Education Licensure Requirements

- SEDM 5600 - Academic Instruction for Students with Autism and Significant Support Needs **Credits: 3**
- SEDM 5650 - Advanced Study of Special Education Law and the IEP **Credits: 3**
- SEDM 5820 - Elementary Literacy: Intervention and Instruction for Students with Diverse Learning Needs **Credits: 3**
- SEDM 5900 - Mathematics Instruction for Students with Disabilities **Credits: 3**
- SEDM 6050 - Assessment and Instructional Planning **Credits: 3**
- SEDM 6200 - Reading Disabilities and Content Instruction **Credits: 3**
- SEDM 6250 - Effective Behavioral Support Systems **Credits: 3**
- SEDM 6300 - Assessment and Methods for Emotional and Behavioral Disorders **Credits: 3**
- SEDM 6490 - Special Education Student Teaching and Seminar **Credits: 6 or 12**
- TEDM 6400 - Responsive Pedagogy **Credits: 3**
- TEDM 6800 - Capstone for the Master of Arts in Teaching Degree **Credits: 1**

Required Licensure Courses: 40 credits

Grand Total for Special Education

Concentration: 49 credits

Special Education Alternative Licensure Concentration

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

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

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

- Have an Alternative License pending employment/program status from the Colorado Department of Education (CDE).

AND

- Have a full-time elementary education teaching job in a Front Range school district or charter school.

To get an Alternative License, the candidate must:

- Submit the alternative pathway application to the CDE and include transcripts from a regionally accredited college or university, showing a baccalaureate degree.
- Pass a Colorado Bureau of Investigation fingerprint check.

AND

- Pass the Praxis II (5001) Elementary Education Content Exam.

Eligibility for Student Teaching

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

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

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

Master of Arts in Teaching Core

- CLDM 5510 - Foundations of Education for Culturally and Linguistically Diverse Students **Credits: 3**
- SEDM 5000 - Exceptional Learners in the Classroom **Credits: 3**
- TEDM 6100 - Educational Research **Credits: 3**

Required Master of Arts in Teaching Core Courses: 9 credits

Special Education Alternative Licensure Requirements

- SEDM 5650 - Advanced Study of Special Education Law and the IEP **Credits: 3**
- SEDM 5750 - Assessment Methods and Assistive Technology for Severe Disabilities **Credits: 3**
- SEDM 5820 - Elementary Literacy: Intervention and Instruction for Students with Diverse Learning Needs **Credits: 3**
- SEDM 5900 - Mathematics Instruction for Students with Disabilities **Credits: 3**
- SEDM 6050 - Assessment and Instructional Planning **Credits: 3**
- SEDM 6200 - Reading Disabilities and Content Instruction **Credits: 3**
- SEDM 6250 - Effective Behavioral Support Systems **Credits: 3**
- SEDM 6300 - Assessment and Methods for Emotional and Behavioral Disorders **Credits: 3**

- SEDM 6490 - Special Education Student Teaching and Seminar **Credits:** 6 or 12
- TEDM 6400 - Responsive Pedagogy **Credits:** 3
- TEDM 6800 - Capstone for the Master of Arts in Teaching Degree **Credits:** 1

Required Licensure Courses: 40 credits

Grand Total for Special Education Alternative Licensure Concentration: 49 credits

Autism and Significant Support Needs Certificate Program

[Autism and Significant Support Needs Certificate Program](#)

Master of Education in Curriculum and Instruction

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 four concentrations; Trauma Informed Practices, Inclusive Practices, Business Education, or English Education.

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
- Business Education
- English Education

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.

Business Education

This concentration focuses on providing baseline education for secondary educators focusing on business disciplines. Coursework includes fundamental concepts in accounting, economics, finance, and marketing. Additional coursework options include information systems, business law, and operations and supply chain management.

English Education

This concentration focuses on content rich pedagogical approaches to graduate studies in English. Coursework explores current trends and practices and allows students to apply research to their classrooms. The English Education Concentration offers three core graduate English courses: Linguistic Diversity, Assessment, and Current Trends, and students select three variable topics courses in English.

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**

Core Total: 12 credits

- MBA 5510 - Operations and Supply Chain Management **Credits: 3**

Concentration Total: 18 credits

English Education Concentration

Classes for the English Education Concentration include three core courses and three variable topic courses.

This core consists of three courses.

- ENG 5100 - Assessment of the ELA Learner **Credits: 3**
- ENG 5200 - Linguistic Diversity in the Secondary English Classroom **Credits: 3**
- ENG 5300 - Current Trends in English Education Action Research **Credits: 3**

Subtotal: 9 credits

Students take three variable topics courses for 9 credit hours total.

- ENG 5400 - Variable Topics: English **Credits: 3**

Subtotal: 9 credits

Concentration Subtotal: 18 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**

Concentration Total: 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**

Concentration Total: 18 credits

Business Education Concentration

These are courses required for the Business Education Concentration.

- MBA 5105 - Accounting Concepts **Credits: 3**
- MBA 5305 - Managerial Economics **Credits: 3**
- MBA 5405 - Corporate Finance **Credits: 3**
- MBA 5605 - Marketing Analysis and Planning **Credits: 3**

Elective Courses (choose 6 credits):

- MBA 5205 - Information Systems Strategy Planning **Credits: 3**
- MBA 5505 - Business Law and Ethics **Credits: 3**

Total for the MEd Program: 30 credits

Trauma-Informed Practices Graduate Certificate

The Trauma-Informed Practices Certificate focuses on inclusive practices and 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 learn about trauma-informed practices and to learn to create change in current school systems so students have opportunities to grow, succeed and build personal and community resilience. While many of the practices may be applied to all students, the courses within the Certificate will examine why trauma-informed practices are essential for students who have experienced trauma. This certificate focuses on the science of trauma; interpersonal, insidious, and racial traumas; and mitigating stress and secondary trauma in educators.

Minimum passing grade: C or better in all classes.

Minimum GPA: 3.00.

No more than 3 credit hours of transfer credit can be accepted for this certificate.

Required Courses

Select at least two of the following three courses (you can take the third course and count it as one of your required electives below):

- TEDM 5200 - Trauma Science in Education **Credits:** 3
 - TEDM 5210 - Trauma-Informed Practices in Education **Credits:** 3
 - TEDM 5220 - Wellness and Resiliency **Credits:** 3
- Sub-total: 6 credits

Elective Courses

Select two elective courses (you may use the remaining course from the required course options above as one of your electives, but no course can count in both categories):

- SEDM 5230 - Access and Inclusion **Credits:** 3

- SEDM 5240 - Collaborating with Communities and Families **Credits:** 3
 - TEDM 5000 - Educational Equity **Credits:** 3
 - TEDM 5100 - Leadership in Educational Settings **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
 - TEDM 6400 - Responsive Pedagogy **Credits:** 3
- Sub-total: 6 credits
Total for Certificate: 12 credits

Course Descriptions

University Wide Graduate Courses

A university-wide graduate course represents a certain type of graduate activity with the same course number and title across all academic units. University-wide graduate courses 6985 Project, 6975 Portfolio, 6995 Thesis, 6955 Master's Comprehensive Examination, and 6965 Capstone Course, represent work done on graduate culminating activities and are therefore known as culminating activity courses; some graduate programs have culminating activity courses that are numbered differently than these university-wide courses. Department graduate programs may choose to incorporate these course types into their programs.

XXXX-XXXX SELECTED TOPICS (Variable Credit). Subjects normally offered and studied in one department can be divided into as many as 10 areas. Each area will be assigned one number of the 580-589 group. Although the topics considered in the courses in any one area may vary from semester to semester, repeated use of any one number implies that the topics continue to be selected from the same area. Either graded or pass/fail.

5890 or XXXX PRACTICUM/INTERNSHIP (Variable Credit). To earn graduate credit you must have a 3.00 cumulative GPA and no more than 12 credits may be applied toward a graduate degree or second undergraduate degree. Some graduate programs, however, accept only 3 internship credits. Practicum/ Internship cannot be repeated to improve a grade.

Either graded or pass/fail

6985 PROJECT (Variable Credit). Execution of a substantial exercise that demonstrates the ability to successfully and independently carry out a professional activity similar to what is encountered in the professional workplace; archival of the results of the project is required according to standards approved by the Office of Graduate Studies. Pass/fail only.

6975 PORTFOLIO (Variable Credit). A broad-based selection of significant student work that is used to appraise student performance and professional development. A portfolio reflects the depth and breadth of a student's educational growth since entering the graduate program. Portfolios may include, but are not limited to, classroom examinations, journals, writing samples, publishable scholarship, professional projects, annotated bibliographies, and artistic endeavors. Pass/fail only.

6995 THESIS (Variable Credit). Independent research or creative activity at the master's level resulting in a thesis that must be defended at a final oral defense and archived in the university library. The thesis must be written in clear and effective English and presented in a format that conforms to the standards of the Office of Graduate Studies. Pass/fail only

6808 INDEPENDENT STUDY (Variable Credit). Advanced study of a specialized topic; design and completion of a project may be included in the study. The student works with a high degree of independence to meet well-defined goals under the supervision of a

member of the graduate faculty. Requires submission of a completed Application for Graduate Independent Study prior to the deadline specified in the academic calendar. An independent study cannot be substituted for a course regularly offered at Metropolitan State University of Denver, nor can independent study credits be used to improve a grade in a course the student has already taken. Either graded or pass/fail.

6955 MASTER'S COMPREHENSIVE EXAMINATION (Variable Credit). The culminating activity (or part of the culminating activity) for a non-thesis master's program. Considerable autonomy is granted to the academic unit in the design, administration, and evaluation of the comprehensive examination. May be attempted only after completion of all required core courses. Other conditions may be imposed by the academic unit responsible for the program. May not be used for a master's thesis defense. Pass/fail only.

6965 CAPSTONE COURSE (Variable Credit). A final comprehensive assessment of the knowledge and skills of a master's student in the major field of study. A culminating activity taken in the last semester of a master's program. Either graded or pass/fail.

Master of Business Administration

MBA 5000 - MBA Foundation

Credits: 1

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

MBA 5105 - Accounting Concepts

Credits: 3

Prerequisite(s): Masters Standing

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

Note: Credit will be granted for only one prefix: ACCM or MBA

Crosslisted: ACCM 5050

MBA 5107 - Taxation for Decision Makers

Credits: 3

Description: A study of Federal income tax laws with an emphasis on individual taxation and related business aspects as they relate to

the managerial decision making process. This course includes such topics as gross income, gains and losses, and deductions.

Note: *Credit will be granted for only one prefix: ACCM or MBA.*

Crosslisted: ACCM 5070

MBA 5109 - Tax Research

Credits: 3

Prerequisite(s): ACC 3090 or ACCM 5070 or MBA 5107 with grade of C or better

Description: The purpose of this course is to conduct in-depth tax research applicable to federal tax law, including the use of traditional and computerized tax services. This course will also explore the IRS assessment and collection process as well as the rules and procedures of tax practice.

Note: *Credit may be granted for only one prefix: ACCM or MBA.*

Crosslisted: ACCM 5090

MBA 5110 - Financial Accounting and Reporting

Credits: 3

Prerequisite(s): ACC 2020 or ACCM 5050 or MBA 5105

Description: Students will examine the financial statement reporting requirements for businesses. Analysis and evaluation of transactions and their impact on performance, financial position and cash flows will be the basis of interpreting the inter-relatedness of financial statements. Complex calculations for critical reporting requirements under GAAP will focus on specific asset, liability, equity accounts and revenue recognition. This class does not apply towards the MPAcc degree.

Note: *Credit will be granted for only one prefix: ACCM or MBA.*

Crosslisted: ACCM 5100

MBA 5140 - Strategic Cost Management

Credits: 3

Prerequisite(s): ACC 2020 (or equivalent) with grade of C or better or ACCM 5050 or MBA 5105 with grade of C or better.

Description: This course applies managerial and cost accounting concepts and procedures to strategic business decisions. Topics covered include cost management systems, capital budgeting techniques, inventory management, organizational performance measurement, transfer pricing, and other current topics that support management decision-making.

Note: *Credit will be granted for only one prefix: ACCM or MBA*

Crosslisted: ACCM 5400

MBA 5160 - Fraud Examination Awareness Seminar

Credits: 3

Prerequisite(s): ACC 3520 or ACCM 5100 or MBA 5110

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

Note: *Credit will be granted for only one prefix: ACCM or MBA*

Crosslisted: ACCM 5600

MBA 5180 - Governance and Risk Assurance Theory

Credits: 3

Prerequisite(s): ACCM 5020 or MBA 5102 or MBA 5105 or ACCM 5050 or ACCM 5100 or MBA 5110 or ACC 3520

Description: This course is a seminar discussing contemporary corporate governance, risk assurance and advisory, enterprise risk management, fraud auditing, IT auditing, and business process literature with an emphasis on strategic risks facing organizations.

Note: *Credit will be granted for only one prefix: ACCM or MBA*

Crosslisted: ACCM 5800

MBA 5181 - Small Business Consulting and Accounting

Credits: 3

Prerequisite(s): ACC 3510 or ACCM 5100 or MBA 5110, and ACC 3400 or ACCM 5400 or MBA 5140

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

Note: *Credit will be granted for only one prefix: ACCM or MBA*

Crosslisted: ACCM 5810

MBA 5190 - Risk Assurance and Advisory Engagements

Credits: 3

Prerequisite(s): ACC 3520 or ACCM 5020 or ACCM 5050 or ACCM 5100 or MBA 5102 or MBA 5105 or MBA 5110

Description: This course focuses on the practical application of assurance and advisory theory. MSU Denver's Risk Assurance and Advisory function is student run with student teams completing an assurance or advisory engagement in an important University department or process under close faculty supervision and senior management support. During this course, students will gain experience in risk identification and prioritization, control evaluation and reporting results in written and oral forms. Students will navigate the operational, financial, technological, and/or cultural factors impacting risk and control-related business decisions. Student teams present governance, risk and compliance improvement recommendations to University Senior Management and the Finance Committee of the Board of Trustees.

Note: *Credit will be granted for only one prefix: ACCM or MBA*

Crosslisted: ACCM 5901

MBA 5205 - Information Systems Strategy Planning

Credits: 3

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

manage and support their information technology assets and infrastructure.

Note: *Credit will be granted for only one prefix: ACCM, CYBM, or MBA*

Crosslisted: ACCM 5205, CYBM 5205

MBA 5210 - Knowledge Discovery using Business Analytics

Credits: 3

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

Note: *Credit will be granted for only one prefix: ACCM or MBA*

Crosslisted: ACCM 5210

MBA 5220 - Practical Business Analytics

Credits: 3

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

Note: *Credit will be granted for only one prefix: ACCM or MBA*

Crosslisted: ACCM 5220

MBA 5230 - Data Mining for Business Intelligence

Credits: 3

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

Note: *Credit will be granted for only one prefix: ACCM or MBA*

Crosslisted: ACCM 5230

MBA 5305 - Managerial Economics

Credits: 3

Description: This course applies the fundamental tools of price theory--consumer and firm behavior, demand and supply, the allocation of resources, competition and monopoly-to managerial decision making. This course analyzes external interactions of the firm with its customers, competitors, markets, and the government. This course also analyzes the various issues the firm faces when

interacting with its various stakeholders. This includes issues related to organizational structure and contract design, especially as these issues relate to opportunism, rent-seeking, and asymmetric information, are discussed.

MBA 5405 - Corporate Finance

Credits: 3

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

MBA 5480 - Strategic Finance

Credits: 3

Prerequisite(s): MBA 5405 with a grade of "C" or better

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

MBA 5505 - Business Law and Ethics

Credits: 3

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

MBA 5510 - Operations and Supply Chain Management

Credits: 3

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

MBA 5520 - Global Enterprise Management

Credits: 3

Description: This course focuses on the challenges and opportunities associated with organizational management and business strategy in the global environment. Students are exposed to an overview of the process and effects of internationalization in the current business environment. The course provides an overview of theories, concepts and skills needed to manage effectively in today's global

environment. Students integrate knowledge gained from other business courses to understand the conceptual framework of global business issues and apply knowledge and analytical tools to business situations.

MBA 5570 - Realizing Competitive Advantage through Human Resource Management

Credits: 3

Description: This course will address how organizations can achieve a competitive advantage through Human Resource Management. Topics will include strategic management, workforce planning, employee relations, engagement, cultural stewardship, business ethics, global context, and related laws and legal considerations.

MBA 5580 - Transforming Organizations through Leadership

Credits: 3

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

MBA 5605 - Marketing Analysis and Planning

Credits: 3

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

MBA 5680 - Advanced Strategic Marketing and Analysis

Credits: 3

Prerequisite(s): MBA 5605

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

MBA 5710 - Global Business Management Experience

Credits: 3

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

MBA 6500 - Integrative and Strategic Perspectives of Organizations

Credits: 3

Prerequisite(s): MBA 5105; MBA 5205; MBA 5305; MBA 5405; MBA 5505; MBA 5510; MBA 5520 or MBA 5710; MBA 5605.

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

Master of Professional Accountancy

ACCM 5000 - Accounting Ethics, Professionalism, and Leadership

Credits: 3

Prerequisite(s): Master's Standing

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

Crosslisted: MBA 5100

ACCM 5020 - Communication and Accounting Research

Credits: 3

Description: This course develops a student's knowledge, skills, and abilities in communication and research in accounting. The course focuses on written and oral communication and accounting research.

Crosslisted: MBA 5102

ACCM 5050 - Accounting Concepts

Credits: 3

Prerequisite(s): Masters Standing

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

Note: *Credit will be granted for only one prefix: ACCM or MBA*

Crosslisted: MBA 5105

ACCM 5060 - Commercial Law for Accountants

Credits: 3

Prerequisite(s): ACC 2020 or ACCM 5050 or MBA 5105

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

ACCM 5070 - Taxation for Decision Makers

Credits: 3

Description: A study of Federal income tax laws with an emphasis on individual taxation and related business aspects as they relate to the managerial decision making process. This course includes such topics as gross income, gains and losses, and deductions.

Note: *Credit will be granted for only one prefix: ACCM or MBA.*

Crosslisted: MBA 5107

ACCM 5090 - Tax Research

Credits: 3

Prerequisite(s): ACC 3090 or ACCM 5070 or MBA 5107 with grade of C or better

Description: The purpose of this course is to conduct in-depth tax research applicable to federal tax law, including the use of traditional and computerized tax services. This course will also explore the IRS assessment and collection process as well as the rules and procedures of tax practice.

Note: *Credit may be granted for only one prefix: ACCM or MBA.*

Crosslisted: MBA 5109

ACCM 5100 - Financial Accounting and Reporting

Credits: 3

Prerequisite(s): ACC 2020 or ACCM 5050 or MBA 5105

Description: Students will examine the financial statement reporting requirements for businesses. Analysis and evaluation of transactions and their impact on performance, financial position and cash flows will be the basis of interpreting the inter-relatedness of financial statements. Complex calculations for critical reporting requirements under GAAP will focus on specific asset, liability, equity accounts and revenue recognition. This class does not apply towards the MPAcc degree.

Note: *Credit will be granted for only one prefix: ACCM or MBA.*

Crosslisted: MBA 5110

ACCM 5200 - Contemporary Auditing Issues

Credits: 3

Prerequisite(s): ACC 3520 or ACCM 5100 or MBA 5110

Description: This course is a study of the theory and practice of auditing and attestation services with a special emphasis on current developments and approaches. The course concentrates on the public accounting environment, internal control, contemporary methodologies in auditing and attestation, auditing research, and corporate governance.

ACCM 5205 - Information Systems Strategy Planning

Credits: 3

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

Note: *Credit will be granted for only one prefix: ACCM, CYBM, or MBA*

Crosslisted: CYBM 5205, MBA 5205

ACCM 5210 - Knowledge Discovery using Business Analytics

Credits: 3

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

software tools are used to analyze data and solve decision-making problems.

Note: Credit will be granted for only one prefix: ACCM or MBA

Crosslisted: MBA 5210

ACCM 5220 - Practical Business Analytics

Credits: 3

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

Note: Credit will be granted for only one prefix: ACCM or MBA

Crosslisted: MBA 5220

ACCM 5230 - Data Mining for Business Intelligence

Credits: 3

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

Note: Credit will be granted for only one prefix: ACCM or MBA

Crosslisted: MBA 5230

ACCM 5400 - Strategic Cost Management

Credits: 3

Prerequisite(s): ACC 2020 (or equivalent) with grade of C or better or ACCM 5050 or MBA 5105 with grade of C or better.

Description: This course applies managerial and cost accounting concepts and procedures to strategic business decisions. Topics covered include cost management systems, capital budgeting techniques, inventory management, organizational performance measurement, transfer pricing, and other current topics that support management decision-making.

Note: Credit may be granted for only one prefix: ACCM or MBA

Crosslisted: MBA 5140

ACCM 5420 - International Financial Accounting, Reporting, and Analysis

Credits: 3

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

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

ACCM 5510 - Accounting Theory

Credits: 3

Prerequisite(s): ACCM 5020 and one of the following with a grade of C or better: ACC 3520 or ACCM 5100 or MBA 5110

Description: In this course, students analyze the theoretical foundations that underlie financial reporting. This is achieved by examining the authoritative pronouncements and the contemporary accounting literature.

ACCM 5520 - Business Combinations

Credits: 3

Prerequisite(s): ACC 3520 with grade of "C" or better

Description: This course is a comprehensive study of business combinations focusing on the preparation of consolidated financial statements. Complexities inherent in consolidating investments in foreign subsidiaries and complex groups are addressed in depth. Additional topics include variable interest entities, foreign currency transactions, hedging transactions, equity method investments, and a review of some of the empirical research in this area.

ACCM 5550 - Contemporary Accounting Issues

Credits: 3

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

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

ACCM 5600 - Fraud Examination Awareness Seminar

Credits: 3

Prerequisite(s): ACC 3520 or ACCM 5100 or MBA 5110

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

Note: Credit will be granted for only one prefix: ACCM or MBA

Crosslisted: MBA 5160

ACCM 5650 - Legal Elements of Fraud

Credits: 3

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

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

ACCM 5800 - Governance and Risk Assurance Theory

Credits: 3

Prerequisite(s): ACCM 5020 or MBA 5102 or MBA 5105 or ACCM 5050 or ACCM 5100 or MBA 5110 or ACC 3520

Description: This course is a seminar discussing contemporary corporate governance, risk assurance and advisory, enterprise risk management, fraud auditing, IT auditing, and business process literature with an emphasis on strategic risks facing organizations.

Note: *Credit will be granted for only one prefix: ACCM or MBA*

Crosslisted: MBA 5180

ACCM 5810 - Small Business Consulting and Accounting

Credits: 3

Prerequisite(s): ACC 3510 or ACCM 5100 or MBA 5110, and ACC 3400 or ACCM 5400 or MBA 5140

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

Note: *Credit will be granted for only one prefix: ACCM or MBA*

Crosslisted: MBA 5181

ACCM 5820 - Data Analysis for Fraud and Litigation

Credits: 3

Prerequisite(s): Completed with a "C" or better: ACCM 5200, ACCM 5600, ACCM 5800, or ACCM 5901

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

ACCM 5901 - Risk Assurance and Advisory Engagements

Credits: 3

Prerequisite(s): ACC 3520 or ACCM 5020 or ACCM 5050 or ACCM 5100 or MBA 5102 or MBA 5105 or MBA 5110

Description: This course focuses on the practical application of assurance and advisory theory. MSU Denver's Risk Assurance and Advisory function is student run with student teams completing an assurance or advisory engagement in an important University department or process under close faculty supervision and senior management support. During this course, students will gain experience in risk identification and prioritization, control evaluation and reporting results in written and oral forms. Students will navigate the operational, financial, technological, and/or cultural factors impacting risk and control-related business decisions. Student teams present governance, risk and compliance improvement recommendations to University Senior Management or the Board of Trustees.

Note: *Credit will be granted for only one prefix: ACCM or MBA*

Crosslisted: MBA 5190

ACCM 5980 - Master's Accounting Internship

Credits: 1-3

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

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

Internship requirements vary by department. For information and instructions on finding and enrolling in an internship, contact the Classroom to Career (C2) Hub at c2hub@msudenver.edu.

ACCM 6080 - Tax Leadership and Management

Credits: 3

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

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

ACCM 6090 - Tax Practice and Procedure

Credits: 3

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

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

ACCM 6100 - Taxation of Corporations and Shareholders I

Credits: 3

Prerequisite(s): ACCM 5070 or ACCM 5090 or MBA 5107 with a C or better

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

ACCM 6110 - Taxation of Corporations and Shareholders II

Credits: 3

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

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

ACCM 6140 - Small Business Taxation

Credits: 3

Prerequisite(s): ACCM 5070 or ACCM 5090 or MBA 5107

Description: This course is a detailed study of the taxation of flow-through entities and their partners/shareholders. This course includes the study of Federal tax laws pertaining to the formation, operation and liquidation of partnership and S-Corporation Entities with a focus on small business entities.

ACCM 6580 - Financial Statement Analysis and Quantitative Methods

Credits: 3

Prerequisite(s): ACC 3510 or ACCM 5100 with a grade of C or better

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

ACCM 6600 - Occupational Fraud

Credits: 3

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

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

ACCM 6900 - Teaching of Accounting

Credits: 3

Prerequisite(s): Permission of instructor and department chair

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

ACCM 6950 - Accounting Research

Credits: 1-3

Prerequisite(s): ACCM 5020 with "C" or better and permission of instructor

Description: The student works with a faculty member on a research project by assisting with the literature review, the collection of data, and the presentation of the findings.

Master of Education in Curriculum and Instruction

ENG 5100 - Assessment of the ELA Learner

Credits: 3

Prerequisite(s): Admission to the MEd in Curriculum & Instruction Graduate Program or Permission of Instructor

Description: This is a course in the study of assessment practices and strategies to improve student learning. Students examine authentic assessment practices and tools to improve the teaching and learning process. Additionally, students engage in steps of test construction in order to measure knowledge and comprehension while developing measures to assess all learners.

ENG 5200 - Linguistic Diversity in the Secondary English Classroom

Credits: 3

Prerequisite(s): Admission to the MEd in Curriculum & Instruction Graduate Program or Permission of Instructor

Description: This course prepares instructors to teach and assess linguistically diverse student populations effectively. The primary focus is on approaches to teaching English grammar. Topics may also include the nature of language variation (register vs. dialect, sociolect, and idiolect; bilingualism) and the specifics of selected language varieties (dialect and sociolect traits; foreign accent). The course emphasizes understanding the various aspects of the concept "grammaticality" and recognizing the ramifications of applying standard language ideology in education, including its practical impact on teaching effectiveness, child development assessments, and standardized testing.

ENG 5300 - Current Trends in English Education Action Research

Credits: 3

Prerequisite(s): Admission to the MEd in Curriculum & Instruction Graduate Program or Permission of Instructor

Description: Students in this course engage in methods to study localized issues in the English Language Arts classroom and create action plans to address these issues. Students investigate current trends in English education in relation to their practice. Additionally, the course helps students develop an action research project to increase dialogue within a learning context.

ENG 5400 - Variable Topics: English

Credits: 3

Prerequisite(s): Admission to the MEd in Curriculum & Instruction Graduate Program or Permission of Instructor

Description: This is a variable topic course that allows students to select content-focused classes on a variety of topics in English.

Alternative Licensure Undergraduate Course

ALP 4493 - Educational Theory and Methods

Credits: 0

Prerequisite(s): Course participants must hold a baccalaureate

degree from a regionally accredited institution and have been hired by a Metro-area school or school district to teach in an area for which the candidate can meet grade level and content licensure requirements under the Alternative Licensure legislation, SB 09-160.

Corequisite(s): ALP 4494

Description: Alternative Licensure Program candidates learn appropriate educational practices in management of the learning environment, short/long range planning, assessment and pedagogy to meet the Colorado Performance-Based Standards for Teachers and licensure requirements. Candidates will apply content knowledge and pedagogical strategies with appropriate discipline and management practices in assigned classrooms to facilitate learning and improve student achievement in the advanced field experience ALP 4494.

ALP candidates will address the needs of diverse learners (gender, ethnicity, English language learners, exceptional learners, socioeconomic differences, etc.) in different contexts as reflected in daily decision-making and documented by direct observation and selected artifacts. Instruction includes required readings, articles, field-based examples, student-centered instructional tasks, classroom interaction and analysis to meet proficient level of performance in the Colorado Performance-Based Standards for Teachers. Candidates will learn about and practice selected theories and programs in discipline, management, and pedagogy. Coaching and feedback as strategies are used to support the development of ALP candidates in the classroom.

ALP 4494 - Advanced Field Experience

Credits: 0

Prerequisite(s): Course participants must hold a baccalaureate degree from a regionally accredited institution and have been hired by a Metro-area school or school district to teach in an area for which the candidate can meet grade level and content licensure requirements under the Alternative Licensure legislation, SB 09-160.

Corequisite(s): ALP 4493

Description: Alternative Licensure Program candidates put educational theory into practice as a classroom teacher in the field to meet the Colorado Performance-Based Standards for Teachers and licensure requirements. This course is the advanced field experience for ALP 4493. Candidates will apply content knowledge and pedagogical strategies with appropriate discipline and management practices in assigned classrooms to facilitate learning and increase student achievement. ALP candidates will address the needs of diverse learners (gender, ethnicity, English language learners, exceptional learners, socioeconomic differences, etc.) in different contexts, as reflected in daily decision-making, and will be assessed by direct observation and selected artifacts. Field experiences include application of methodology introduced in ALP 4493 to meet proficient level of performance in the Colorado Performance-Based Standards for Teachers. Candidates will model and practice selected theories and programs in discipline, management, and pedagogy.

Master of Arts in Teaching

CLDM 5510 - Foundations of Education for Culturally and Linguistically Diverse Students

Credits: 3

Description: This is an foundational course in language acquisition and teaching theory with emphasis on the culturally and linguistically diverse learner. Students examine historical perspectives, philosophical frameworks, legal implications, subject matter methodologies, assessment, classroom instruction, parent involvement, and current socio-political issues that affect culturally and linguistically diverse students and the schools serving them.

CLDM 5910 - Assessment of Culturally and Linguistically Diverse Learners

Credits: 3

Prerequisite(s): CLDM 5510

Description: Through this course, teacher candidates will acquire a knowledge base regarding assessment of the language proficiency of culturally and linguistically diverse learners and the assessment of the academic achievement of these students. Teacher candidates will learn about various formal and informal assessment techniques and create and administer informal and formal assessments in order to create appropriate and effective instruction.

EDUM 5650 - Field Experience: Teaching and Learning K-6

Credits: 1

Corequisite(s): EDUM 5660

Pre/Corequisite(s): RDGM 5112

Description: Students are placed in a diverse, urban classroom for 55 hours to practice the objectives of the course. This field experience focuses on diversity in students and their learning as well as methods to accommodate these differences.

EDUM 5660 - Teaching Writing K-6

Credits: 3

Corequisite(s): EDUM 5650

Pre/Corequisite(s): RDGM 5112

Description: Teacher candidates will apply various components of a K-6 writing program for literacy instruction with emphasis on the Colorado Academic Standards for Literacy to aid in the development of writing skills for diverse learners. This course provides teacher candidates with the opportunity to apply theoretical concepts to lessons and assessments in conjunction with techniques of planning with standards, objectives, assessment, teaching methodology and classroom management.

EDUM 6100 - Inquiry-based Elementary Social Studies

Credits: 3

Prerequisite(s): Admission to graduate program; EDUM 5650, EDUM 5660, RDGM 5112

Corequisite(s): RDGM 6000, RDGM 6005

Description: This course will explore inquiry-based methods and curricula for teaching elementary social studies. With a focus on teaching state standards, the social studies disciplines of history,

geography, and civics will be covered. The course will emphasize both disciplinary thinking and literacy practices associated within each discipline. In addition, conceptual and practical tools will be learned for teaching elementary social studies in active, challenging, critical, and integrative ways that promote citizenship education for elementary students. These practices and tools will be applied to the development of a social studies inquiry learning experience.

EDUM 6105 - Field Experience: Interdisciplinary Field

Credits: 1

Prerequisite(s): Admission to graduate program; EDUM 5650, EDUM 5660, RDGM 5111

Corequisite(s): EDUM 6100 and RDGM 6000

Description: This field experience is taken concurrently with EDUM 6100 and RDGM 6000. Teacher candidates spend 55 hours in a public-setting working with elementary-aged students. Fieldwork includes developing, teaching, and assessing lesson plans that promote student learning.

EDUM 6120 - Teaching Inquiry-Based Elementary School Mathematics and Science

Credits: 3

Corequisite(s): EDUM 6125

Pre/Corequisite(s): MTLM 5610; EDUM 5650; EDUM 5660

Description: This course presents an overview of inquiry-based methods, materials, and curricula currently in use in elementary mathematics and science education. Promotion of positive attitudes, gender equity, inquiry, discovery, and problem-solving techniques and strategies are stressed. Teacher candidates make decisions based on the diverse contexts of the classroom and pupils, incorporating state and national standards, including the appropriate use of technology and development of appropriate assessment strategies to support effective instruction.

EDUM 6125 - Field Experience: Teaching Inquiry-Based Elementary School Mathematics and Science

Credits: 1

Corequisite(s): EDUM 6120

Pre/Corequisite(s): MTLM 5610; EDUM 5650, EDUM 5660

Description: This course is a field experience taken concurrently with EDUM 6120. Teacher candidates spend 55 hours in an elementary classroom practicing making instructional, assessment, and management decisions in mathematics and science in the diverse contexts of a public school classroom.

EDUM 6190 - Elementary Student Teaching and Seminar: K-6

Credits: 6 or 12

Prerequisite(s): EDUM 6100, EDUM 6120, RDGM 6000, RDGM 6005, CLDM 5510, CLDM 5910, and TEDM 6100

Corequisite(s): TEDM 6800

Description: This is a supervised student-teaching experience in an

accredited public or private elementary school, providing increasing responsibility for the teaching, supervision, and assessment of learners (grades K-6). Participation in seminar hours is required. To pass this course and be recommended for licensure, teacher candidates must be minimally rated as proficient in all Teacher Quality Standards.

Note: *All coursework except TEDM 6800 (Capstone) should be complete prior to Student Teaching.*

MTLM 5020 - Integrated Mathematics II

Credits: 3

Prerequisite(s): MTH 1610

Description: By solving rich problems, and by examining video and written cases of children doing mathematics, students in this course study algebra, geometry, probability and statistics from a concept-oriented, integrated perspective. Students deepen their mathematical understanding and their ability to justify solutions, and analyze and communicate their reasoning about complex problems. In addition, students will delve into the mathematics education literature that informs decisions about teaching and learning mathematics with understanding.

MTLM 5600 - The Mathematics of the Elementary Curriculum

Credits: 3

Prerequisite(s): Graduate standing

Pre/Corequisite(s): MTLM 5020

Description: This course approaches mathematical concepts in the elementary curriculum (with a focus on number and operations) from an advanced perspective. By examining video and written cases, as well as artifacts of children doing mathematics, students in this course will (1) connect their developing understanding of mathematics to the important mathematical concepts they will be required to teach; (2) turn their attention from understanding their own mathematical thinking, and the thinking of their classmates, to understanding and assessing the mathematical thinking of children; (3) lay the foundation for being able to learn mathematics from teaching. In addition, students will delve into the mathematics education literature that informs decisions about teaching and learning mathematics with understanding.

RDGM 5111 - Literacy of K-3 Emergent Bilingual Children

Credits: 3

Description: This graduate-level literacy course focuses on first and second language acquisition and literacy development for K-3 emergent bilingual students. Topics include phonemic awareness; the alphabetic principle; high frequency vocabulary development; spelling and writing development; and decoding and fluency in reading. Course participants develop applied sociolinguistic knowledge of instructional strategies and assessment techniques for emergent literacy, with a specific focus on children whose linguistic repertoire spans more than one language.

RDGM 5112 - Emergent Literacy K-3

Credits: 3

Description: This K-3 literacy course focuses on the language arts components of emergent literacy development, including oral language development, listening, phonological and phonemic awareness, the alphabetic principle, high frequency words, vocabulary development, decoding, spelling, writing development, and fluency development. Students will examine, analyze, and demonstrate proficiency of the scientific approach to core reading instruction and will develop the ability to plan, implement, and evaluate evidence-based literacy instruction for all students in K-3 classrooms, including those who struggle with reading or may have dyslexia. Instructional strategies and assessment techniques that support the acquisition of literacy, and materials used in literacy instruction are also covered. Students will examine the Colorado READ Act requirements, including required assessments and the development of READ plans designed to support striving readers, and will develop skill in being able to share these requirements with parents.

RDGM 5530 - Foundations of Language and Literacy for English Language Learners in Elementary Classrooms

Credits: 3

Prerequisite(s): RDG 3110 or permission of instructor

Description: This course in language acquisition theory and language and literacy instruction techniques is designed to extend elementary teacher candidate's knowledge of literacy instruction to English language learners. Teacher candidates learn how to develop language and literacy of the English language learners in their elementary classrooms.

RDGM 6000 - K-6 Literacy Instruction and Assessment

Credits: 3

Prerequisite(s): RDGM 5112, EDUM 5650; EDUM 5660

Corequisite(s): EDUM 6100; RDGM 6005

Description: This course focuses on literacy instruction and assessment. It addresses several key areas: intermediate identities and literacies, effective reading and learning practices, expanding comprehension, teacher and student assessment of literacy development, learning strategies, vocabulary knowledge, and disciplinary literacy. It focuses on collecting and interpreting classroom assessment data in order to plan literacy instruction, and addresses how state and federal legislation affects literacy instruction. It also reviews methods for differentiating literacy instruction.

RDGM 6005 - Field Experience: K-6 Literacy

Credits: 1

Prerequisite(s): Admission to graduate program; EDUM 5650; EDUM 5660; RDGM 5112

Corequisite(s): EDUM 6100; RDGM 6000

Description: This field work experience is taken concurrently with RDGM 6000. Teacher candidates spend 55 hours in a public-setting working with elementary-aged students. Fieldwork includes

developing, teaching, and assessing K-6 literacy lesson plans that promote student learning.

SEDM 5000 - Exceptional Learners in the Classroom

Credits: 3

Description: This class introduces students to exceptionality in the classroom from an educational decision making perspective. A case study approach will be utilized to present information regarding disabilities and giftedness. Students will be expected to apply course content to solve various problems which are presented within the context of case studies. These case studies will provide exposure to relevant issues pertaining to early childhood, elementary, or secondary education.

SEDM 5600 - Academic Instruction for Students with Autism and Significant Support Needs

Credits: 3

Prerequisite(s): Conditional admission to the MAT program

Description: This course focuses on academic instruction for students with autism, and/or students with significant support needs. The purpose of the course is to prepare special educators for teaching curricula within the context of special and general education classrooms. Participants will gain knowledge and skills necessary to support the learning of children with autism spectrum disorders and students with significant support needs, including instructional strategies, classroom organization, and teaming with families and professionals.

SEDM 5675 - Transition Planning and Instruction

Credits: 3

Prerequisite(s): Conditional admission to the MAT program

Description: This course provides an in-depth understanding of transition services for students with exceptionalities from childhood to adulthood. Course content focuses on an in-depth investigation of the provision of transition services in the context of comprehensive secondary education services. Topics in this course include transition-focused IEP development, self-determination and self-advocacy, interagency collaboration, transition assessment, and career, vocational, and post-secondary education strategies. Teacher candidates gain the knowledge base and skills necessary to successfully manage the transition services of their future students. Teacher candidates must complete a 15-hour field experience.

SEDM 5750 - Assessment Methods and Assistive Technology for Severe Disabilities

Credits: 3

Prerequisite(s): Admission to the MAT program

Description: This course is designed to introduce teachers to assessment, curriculum, and instruction for students with severe disabilities. Focus will be given to including students in their neighborhood schools, home, work, and community. The course also emphasizes the selection and efficacy of assistive device technologies. A minimum 45-hour field-based experience is required.

SEDM 5800 - Communication Skills for Students with Autism and Significant Support Needs

Credits: 3

Prerequisite(s): Conditional admission to the MAT program

Description: This course provides in-depth information regarding language and communication problems for students with autism and significant support needs. Participants will learn the process of verbal and non-verbal communication skills and investigate research-based strategies and interventions for improving communication for students with significant support needs and/or autism. Cues and prompts; augmentative and alternative communication techniques; and analysis of the communication environment will be addressed.

SEDM 5820 - Elementary Literacy: Intervention and Instruction for Students with Diverse Learning Needs

Credits: 3

Prerequisite(s): Admission to the MAT program

Description: Assessment data will be used to design lesson plans and apply scientifically-based interventions to address the needs of students with literacy challenges, including disabilities such as dyslexia, students designated as "At-Risk", and students with Diverse Backgrounds. The use of explicit instruction based on best practices will be a focus. The course includes a 30-hour, field-based experience with elementary level students (K-3rd) who are experiencing reading difficulty in phonemic awareness, phonics, fluency, vocabulary, or comprehension.

SEDM 5900 - Mathematics Instruction for Students with Disabilities

Credits: 3

Prerequisite(s): Admission to the MAT program

Pre/Corequisite(s): SEDM 5650

Description: This course is designed to introduce effective classroom methods and strategies for teaching, assessing, and monitoring the mathematical performance of students with disabilities within diverse classroom settings. An emphasis will be placed on practical classroom techniques to facilitate, maintain, retain, and generalize skill acquisition. Computation and problem-solving techniques will also be covered. This class requires a 15-hour field project-based experience.

SEDM 6050 - Assessment and Instructional Planning

Credits: 3

Prerequisite(s): SEDM 5650 and SEDM 5820

Description: This course focuses on making informed decisions on the selection, use, and interpretation of formal and informal instruments for the assessment of students with disabilities. Teacher candidates will administer, interpret and make educational recommendations based on assessment data. There is a 45-hour field experience requirement for this course.

SEDM 6200 - Reading Disabilities and Content Instruction

Credits: 3

Prerequisite(s): SEDM 5650 and SEDM 5820

Description: This course explores the nature of dyslexia including etiological, sociological, and psychological perspectives as well as treatment methods. Special emphasis is devoted to reading disabilities in reference to the demands of content instruction at the secondary school level. Critical thinking, study skills, cooperative learning, and Universal Design for Learning (UDL) will be addressed within the context of improving reading and writing achievement of students with disabilities. This class requires a 15-hour field experience at the secondary level.

SEDM 6250 - Effective Behavioral Support Systems

Credits: 3

Prerequisite(s): Conditional admission to the MAT program

Description: The purpose of this course is to introduce theoretical models of behavior and models for management in the classroom from a decision-making perspective. The use of systematic behavioral assessments, functional behavior assessment plans, and intervention strategies such as social skill development are emphasized. Teacher candidates are prepared to apply Universal Design for Learning principles and management decisions in diverse contexts that include both general and special education classes.

SEDM 6300 - Assessment and Methods for Emotional and Behavioral Disorders

Credits: 3

Prerequisite(s): SEDM 5820 and SEDM 6250

Description: This course is designed for teacher candidates to learn how to select, adapt, and use instructional interventions and strategies with students with emotional and behavioral disorders in a variety of settings. Theoretical approaches, identification, educational placement, and evaluation issues will be addressed. In addition, specific categories of disordered behavior, such as bipolar, depression, anxiety, oppositional defiant disorders, schizophrenia, and childhood psychosis, will be discussed. Students are required to apply knowledge and skills in a 30-hour field-based experience.

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

Credits: 1

Prerequisite(s): Conditional admission to the MAT program

Description: This course is designed to provide a field-based experience as a culmination of the Autism and Significant Severe Needs Certificate Program. Students will be required to assess their field placement using a state-approved assessment instrument, create an action plan for improvement in an area of need determined by the assessment, determine interventions to improve the program, and conduct a final assessment of the field placement. The final assessment will be repeated with the state-approved assessment instrument.

SEDM 6490 - Special Education Student Teaching and Seminar

Credits: 6 or 12

Prerequisite(s): SEDM 6050, SEDM 6200, SEDM 6250, and SEDM 6300

Description: This course is a full-time special education student teaching experience in an accredited public or private school that provides teacher candidates the opportunity to teach an identified group of learners with exceptionalities. A minimum of 16 weeks is required for 12 credits and a minimum of 8 weeks is required for 6 credits. University supervisors provide regularly scheduled observations and seminars.

TEDM 6000 - Technology Integration in the 21st Century Classroom

Credits: 3

Description: This course prepares students for the use and basic application of emerging educational technologies including online resources in order to enhance teaching and to create an effective learning environment in the 21st century classroom. This course serves as the foundation for integrating educational technology into lesson planning, portfolio preparation, and practices in the field. A wide selection of computer programs, web-based tools, apps and other resources contributing to teaching and learning in K-12 settings will be explored, evaluated, utilized and integrated. Skills in making multimedia projects, creating a web-based learning environment and utilizing interactive technologies such as interactive whiteboard will be introduced.

TEDM 6100 - Educational Research

Credits: 3

Prerequisite(s): Admission to graduate program

Description: In this course students will become knowledgeable consumers of research including qualitative, quantitative, and mixed-methods designs. Students will be able to determine the quality of existing research, its implications for educational practice, and develop plans for application. Students will write a literature review synthesizing educational research on a specific topic.

TEDM 6200 - Classroom Assessment

Credits: 3

Prerequisite(s): Admission to graduate program

Description: This course explores the critical issues required for assessment in educational decision-making. Aligning assessment with learning goals and outcomes, tying to higher-level thinking and performance, and differentiating for diverse learners will be the focus. Students will summarize assessments for sharing and reporting, and evaluate the role of standardized tests.

TEDM 6300 - Learning in Context

Credits: 3

Prerequisite(s): Admission to graduate program

Description: This course provides student with an interdisciplinary perspective on cognition in the context of the learning environment. Informed by current research on cognition, motivation, and culture, the course is designed to promote a thorough understanding of the

connection of theory to practice. Students will use case studies to illustrate the realities of teaching and offer valuable perspectives on challenging education. Drawing on multiple lenses, students will create innovative learning environments designed to optimize learning and engagement of students.

TEDM 6400 - Responsive Pedagogy

Credits: 3

Prerequisite(s): Admission to graduate program

Description: This course provides professionals in education and related fields with the knowledge and collaboration skills to teach and work effectively with all members of the learning community. The purpose of this course is to analyze the needs of learners, develop instruction to meet those needs, and evaluate and adjust instruction accordingly. Specific competencies include problem solving, conflict resolution, instruction, data collection, and interacting with learning communities while respecting diverse discourses and backgrounds.

TEDM 6800 - Capstone for the Master of Arts in Teaching Degree

Credits: 1

Prerequisite(s): Coursework required for licensure and MAT core; or permission of instructor

Description: The purpose of this class is for the pre-service teacher to demonstrate the skills and knowledge acquired through completion of the TEDM core courses and the coursework required for licensure, including student teaching, and apply that knowledge to a specific area of inquiry. As a major part of the Capstone course, students will be responsible for completing a Capstone project that demonstrates their understanding of the topic they have selected for their project as well as how the topic can be put to work with real life applications. The capstone project provides the opportunity for students to demonstrate independence and originality, to plan and organize a project over a period of time, and to put into practice some of the concepts and skills that are a part of the Masters of Arts in Teaching Degree.

Master of Education in Curriculum and Instruction

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.

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.

SEDM 5650 - Advanced Study of Special Education Law and the IEP

Credits: 3

Prerequisite(s): Admission to the MAT program

Description: 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.

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.

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.

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.

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.

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.

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.

TEDM 6500 - Capstone: Action Research Projects within Professional Communities

Credits: 3

Pre/Corequisite(s): 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.

Mathematics Undergraduate Course

MTH 1610 - Integrated Mathematics I

Credits: 3

Prerequisite(s): One and one-half years of high school algebra or equivalent, and an appropriate score on the mathematics preassessment test or Permission of instructor. All course and test score prerequisites for 1000 level MTH courses must be five or fewer years old.

Description: This course integrates mathematical topics including those from algebra, geometry, probability and statistics. Students take a concept-oriented approach to: exploring critical problems from an advanced standpoint; deriving and justifying multiple solutions; analyzing and communicating the reasoning behind these solutions.

Course Attributes: (General Studies—Level I, Mathematics) (GT-MA1)

Master of Arts in Teaching

CLDM 6590 - Culturally and Linguistically Diverse Student Teaching and Seminar

Credits: 6

Prerequisite(s): CLDM 5510 and CLDM 5910 and CLD 2890 and CLD 3310

Corequisite(s): EDUM 6190 or SEDM 6490

Description: This course is a supervised, full-time, 8-week student teaching experience in an accredited public or private school. The experience provides increasing responsibility for the teaching, supervision, and direction of an identified group of English language learners, K-12. Teacher candidates must attend seminars conducted by university supervisors of student teaching. Teacher candidates are required to demonstrate proficiency in current Colorado educator standards as well as the current Colorado culturally and linguistically diverse endorsement standards.

Master of Science in Cybersecurity

CYBM 5000 - Cyber Laws/Regulations and Prosecution

Credits: 3

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

CYBM 5001 - Cybercrime Investigation

Credits: 3

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

CYBM 5002 - Theories of Cybercrime

Credits: 3

Description: Students in this course will explore the theoretical causes of cybercrime at the graduate student level. They will analyze key criminological theories as they pertain to hacking, piracy, theft, and harassment carried out through the Internet. The characteristics of criminal behavior will be examined using empirical evidence in order to theoretically explain the central causes of Internet crimes.

CYBM 5020 - Cybersecurity Infrastructure

Credits: 3

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

CYBM 5021 - Network and Internet Security

Credits: 3

Prerequisite(s): CYBM 5020 with a passing grade of C or better

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

CYBM 5022 - Intrusion Detection and Prevention

Credits: 3

Prerequisite(s): CYBM 5020 with a passing grade of C or better

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

CYBM 5023 - Computer and Mobile Device Forensics

Credits: 3

Prerequisite(s): CYBM 5021 with a passing grade of C or better

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

CYBM 5205 - Information Systems Strategy Planning

Credits: 3

Description: This course builds an understanding of information technology from a management perspective. Students develop an understanding of the links between information technology, business strategy, business process management, and organizational management dynamics. Three main themes are emphasized: the current market for IT capabilities and services, ways to gain competitive advantage by using information technology to enable new value-enhancing strategies and business models and products,

and understanding how managers should specify, source, deploy, manage and support their information technology assets and infrastructure.

Note: *Credit will be granted for only one prefix: ACCM, CYBM, or MBA*

Crosslisted: ACCM 5205, MBA 5205

CYBM 5242 - Security Risk Analysis and Risk Management

Credits: 3

Prerequisite(s): MBA/CYBM 5205 with a grade of C or better

Description: This course explores fundamental information systems security risk areas, planning, and management, including risk analysis, business continuity, disaster recovery, and security controls. The course will also explore risks as they relate to areas of information systems operations, legal regulations, and online privacy. Other topics include governance, internal and external partnerships, emerging technologies, threats and vulnerabilities, and new security solutions and capabilities.

CYBM 5244 - Incident Detection and Response

Credits: 3

Prerequisite(s): MBA/CYBM 5205 with a grade of C or better

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

CYBM 5248 - Information Assurance

Credits: 3

Prerequisite(s): MBA/CYBM 5205 and CYBM 5242 each with a grade of C or better.

Description: This course examines the principle areas of information assurance in an enterprise environment. Topics will include protecting networks, intrusion detection, monitoring, and supervisory control and data acquisition. The course surveys the broad fields of enterprise security and privacy, concentrating on the nature of enterprise security requirements by identifying threats to enterprise information technology systems, access control and open systems, and organizational structures for managing information assurance.

CYBM 5504 - Introduction to Programming and Algorithms

Credits: 3

Description: This course will cover key cybersecurity tools to detect malicious software detection and the basics of performing penetration testing on networks. This will include reconnaissance tools, SQ:

injections, weak password detection, and 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.

CYBM 6000 - Internship in Cybersecurity

Credits: 3

Prerequisite(s): Must have completed 24 credits of CYBM courses and instructor's permission.

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

CYBM 6001 - Cybersecurity Capstone

Credits: 3

Prerequisite(s): CYBM 5000, CYBM 5001, CYBM 5002, CYBM 5020, CYBM 5022, CYBM 5244, MBA/CYBM 5205 each with a passing grade of C or better

Description: Students in this course will complete a graduate research project. Students will integrate the knowledge acquired on the institutions policies and practices of computer information systems, computer science, and criminal justice. In this senior project, students will synthesize both academic and technical components to address real-world cybersecurity and management issues. Students will emphasize a security conscious system and best practices of software development and testing to tackle complex issues facing the industry.

STEMpath Cybersecurity

CYBM 5500 - CYBM Equity Center Career Literacy

Credits: 3

Description: This is the introductory course for the STEMpath Graduate Certificate in Technology. The course provides training in career literacy and workforce readiness for the fields of Computer Science, Information Technology, and Cybersecurity with an emphasis on equity and accessibility in the classroom. Participants will complete experiential learning tasks aimed at attaining career literacy and work-based skills. This course builds on the students' own educational background and prepares them for additional certification in Technology to help them teach classes, at the K-12 level, in the fields of Computer Science, Information Technology, and Cybersecurity.

CYBM 5501 - CYBM Equity Center Design Thinking

Credits: 3

Description: This is the introductory course for the STEMpath Cybersecurity Certificate in Technology. The course provides training to implement a culture of innovation through strategic thinking with a prominent focus on equity. The activities and experiences will include creative problem-solving simulations, human-centered explorations with authentic users in the community, hands-on prototyping with a variety of supplies and tools, and robust feedback-reflection-iteration loops.

This course builds on the students' own educational background and prepares them for additional certification in Technology to help them teach classes, at the K-12 level, in the fields of Computer Science, Information Technology, and Cybersecurity.

CYBM 5502 - CYBM Equity Center Information Science

Credits: 3

Description: This course for the STEMpath Cybersecurity Certificate in Technology provides interdisciplinary training in information science. Participants will gain practical concepts and skills required to succeed in a technology-enabled, information economy. The activities and experiences will focus on communication, collaboration, productivity, and innovation with an emphasis on equity and accessibility in the classroom. This course builds on the students' own educational background and prepares them for additional certification in Technology to help them teach classes, at the K-12 level, in the fields of Computer Science, Information Technology, and Cybersecurity.

CYBM 5503 - Cybersecurity Regulations and Laws

Credits: 3

Description: This course is twofold. First, it provides a broad overview of cybersecurity. The terminology, approaches, and underlying technologies used in cybersecurity are covered. Understanding of common cyber-attacks, risks, and techniques for identifying, detecting, and defending against cybersecurity threats are addressed. Social engineering, cryptography, and network and application security are introduced. Second, this course introduces current cyber regulations and laws as they relate to cybersecurity. Students will examine the role, both by private and public sectors, in securing cyberspace. Students will also examine legal/policy and ethical issues such as privacy, surveillance, civil liberties and constitutional protections in securing cyberspace. Finally, the course will explore emerging compliance frameworks for cybersecurity.

CYBM 5505 - Information Technology Systems

Credits: 3

Description: Hardware, software, and their interaction is covered, along with the foundations for finding where errors typically occur in IT systems. An overview of networking technology with emphasis on the layered approach and the related protocols is covered. How data are collected, represented, presented, analyzed, and applied is

covered. The creation of a set of data via simple programming is addressed.

CYBM 5506 - CYBM Equity Center Externship

Credits: 3

Prerequisite(s): CYBM 5500, CYBM 5501, CYBM 5502

Description: This intensive industry externship provides technology-relevant, work-based skills and experiences in the fields of Computer Science, Information Technology, and Cybersecurity. Participants will work on industry-assigned, project-based work and complete a culminating capstone project.

CYBM 5507 - CYBM Externship Part II

Credits: 3

Prerequisite(s): CYBM 5500, CYBM 5501, CYBM 5502

Description: This intensive industry externship provides technology-relevant, work-based skills and experiences in the fields of Computer Science, Information Technology, and Cybersecurity. Participants will work on industry-assigned, project-based work and complete a culminating project presentation.

CYBM 5600 - Cybersecurity Applications

Credits: 3

Prerequisite(s): 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.

Master of Health Administration

MHA 5000 - Fundamentals of Health Care Systems and Organizational Structures

Credits: 3

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

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

Credits: 3

Pre/Corequisite(s): MHA 5000

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

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

Credits: 3

Pre/Corequisite(s): MHA 5000

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

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

Credits: 3

Pre/Corequisite(s): MHA 5000

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

MHA 5040 - Population and Community Health

Credits: 3

Pre/Corequisite(s): MHA 5000

Description: Students in this course will differentiate perspectives of the healthcare delivery system, identify chronic diseases and wellness needs at a community level using disparate sources of data, and create programs to address health determinants and care coordination among a defined population of individuals. Further, the course content will include information needed for designing plans to improve the health status of the community and its members. Concepts provided in this course will help students identify methods

to conduct community health assessments, evaluate community intervention programs, and utilize data to understand community health profiles. Cultural competence will also be considered through both theory and case studies. Relevant data will also support the incidence of health disparities as it applies to the individual and the community.

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

Credits: 3

Pre/Corequisite(s): MHA 5000

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

MHA 5060 - Health Information Systems

Credits: 3

Pre/Corequisite(s): MHA 5000

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

MHA 5070 - Seminar in Health Administration: Capstone Preparation

Credits: 1

Pre/Corequisite(s): MHA 5000

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

MHA 5080 - Marketing and Strategy in the Health Industry

Credits: 3

Pre/Corequisite(s): MHA 5000

Description: Students in this course will explore concepts of strategic and marketing management - analyze mission, vision, external trends, competitive forces and internal issues and investigate primary and secondary research - all in creating, executing, and

analyzing a strategic plan. Students will evaluate marketing principles of product, price, place, and promotion, as well as positioning as derived from the strategic plan in order to create a marketing plan. Students will critique how all aspects of health care management - including financial and operations management - are derived from the health care organization's strategy.

MHA 5090 - Financial Analyses and Application in Health Care Organizations

Credits: 3

Pre/Corequisite(s): MHA 5000

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

MHA 5100 - Health Care Research Methods and Statistical Analysis

Credits: 3

Pre/Corequisite(s): MHA 5000

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

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

Credits: 3

Pre/Corequisite(s): MHA 5000

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

MHA 5300 - Health Economics

Credits: 3

Pre/Corequisite(s): MHA 5000

Description: Students in this course will evaluate economic concepts and tools including demand theory and production functions in health

care. Insurance, provider, and health care labor markets will be examined. Economic information will be used to analyze markets and understand contemporary policy issues in health care in the U.S. Assessment of economic utility in health care from different stakeholder perspectives will also be addressed.

MHA 6100 - Health Administration Capstone: Residency

Credits: 3 (150 field hours)

Pre/Corequisite(s): MHA 5000, 5010, 5020, 5030, 5040, 5050, 5060, 5070, 5080, 5090, 5100, 5200 & 5300

Description: Considered the culminating experience for students in the Master of Health Administration program. This capstone course is a structured field experience in which students work under direct supervision of a faculty advisor and internship preceptor. Students function as an integral member of a health care organization to complete a minimum of 150 field hours. The purpose of the field capstone is to obtain first-hand knowledge, apply didactics, build professional competencies, gain critical thinking skills, negotiate consensus and collaboration in work teams, and analyze administrative and operational matters.

MHA 6200 - Health Administration Capstone: Thesis

Credits: 3

Pre/Corequisite(s): MHA 5000, 5010, 5020, 5030, 5040, 5050, 5060, 5070, 5080, 5090, 5100, 5200 & 5300

Description: Considered the culminating experience for students in the Master of Health Administration program. This capstone course requires completion of a major analytical paper. Students investigate a health care topic related to his/her career aspirations or personal research interests. Under direct supervision of a faculty advisor, students will analyze, synthesize, and integrate previously learned knowledge gleaned from coursework and professional experiences. Students will be required to demonstrate the ability to conduct independent research and create an individual, unique, analytical thesis paper and present the project and findings to peers and faculty.

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

BHAM 5001 - Advanced Ethical Practice

Credits: 3

Description: Students will complete a comprehensive review of ethical principles regarding the counseling profession with an emphasis on addictions counseling. Students will examine culturally relevant strategies for selecting, administering and interpreting mental health and substance abuse assessments. Students will have an advanced understanding of the legal and ethical considerations specific to addictions and mental health counseling including dual relationships, confidentiality, boundaries, and appropriate documentation.

BHAM 5002 - Social and Cultural Foundations

Credits: 3

Pre/Corequisite(s): BHAM 5001

Description: An examination of mental health and addiction counselor training issues and counseling skills relevant to working with clients with diverse cultural backgrounds. Students will learn theories and models of multicultural counseling, will gain an understanding of cultural identity development, social justice, and advocacy.

BHAM 5003 - Development Across the Lifespan

Credits: 3

Pre/Corequisite(s): BHAM 5001

Description: Students will explore the effects of substance abuse on human growth and development through the lifespan. Students will identify counseling techniques associated with each developmental theory and stage. Foci will include developing an understanding and clinical application promoting wellness/optimal growth throughout the client's lifespan.

BHAM 5004 - Career Counseling Theory and Techniques

Credits: 3

Pre/Corequisite(s): BHAM 5001

Description: Students will be exposed to a broad understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance, and education; lifestyle and career decision making; career development program planning and resources; and effective evaluation.

Note: *Assessment fee may be required.*

BHAM 5005 - Theory and Techniques in Helping Relationships

Credits: 3

Pre/Corequisite(s): BHAM 5001

Description: The study and critical analysis of the major counseling theories and techniques of effective psychotherapy as they apply to the treatment, recovery, relapse prevention, and continuing care for clients with mental health and addictive disorders.

BHAM 5006 - Group Counseling Theory and Techniques

Credits: 3

Prerequisite(s): BHAM 5001, BHAM 5005

Description: Students will examine the theoretical styles of group counseling, including group types, group development, leadership styles and skills, and application to various populations. Students will gain knowledge and applicable skills to facilitate groups in a variety of mental health and addictions settings.

BHAM 5008 - Research and Evaluation

Credits: 3

Prerequisite(s): BHAM 5001, BHAM 5002

Description: Students will engage in a masters level review of behavioral health research and evaluation strategies, including types of research, statistics, research-report development, and research implementation. Students will also actively explore program evaluation, needs assessment, and ethical and legal considerations regarding vulnerable populations.

BHAM 5009 - Addiction Counseling, Intervention and Prevention I

Credits: 3

Prerequisite(s): BHAM 5002, BHAM 5005

Description: Students will receive an in-depth review of the bio-psycho-social-spiritual aspects of substance use disorders and related behavioral syndromes. Students will critically examine various theories regarding the etiology, treatment, intervention, and prevention of substance use disorders. In addition, students will examine assessment strategies, treatment protocols, documentation, and program administration.

BHAM 5010 - Addiction Counseling, Intervention and Prevention II

Credits: 3

Prerequisite(s): BHAM 5009

Description: Students will engage in a critical analysis of the major counseling, intervention and prevention theories and techniques as they apply to substance use disorders and related behavioral syndromes, with a particular emphasis on the use of Motivational Interviewing (MI). Students will identify clients' stage of change and demonstrate stage specific interventions including harm reduction strategies. Students will demonstrate advanced MI skills via recorded sessions.

BHAM 5011 - Clinical Supervision and Advocacy

Credits: 3

Prerequisite(s): BHAM 5010

Description: A comprehensive review of the roles, processes and expectations inherent in being a clinical supervisor and advocate. Students will explore models and theories in providing ethical supervision and effective public policy advocacy. Students will be able to apply supervisory and advocacy skills in mental health and addiction settings.

BHAM 5012 - Diagnosis and Treatment Planning

Credits: 3

Prerequisite(s): BHAM 5010

Description: Students will critically evaluate DSM diagnostic criteria for mental health and substance use disorders. Students will develop case formulations and treatment plans based on etiology, symptomatic presentations, and evidence based interventions.

BHAM 5013 - Statistical Analysis and Psychometric Testing

Credits: 3

Prerequisite(s): BHAM 5001, BHAM 5002

Description: Students will examine statistical concepts and measurements and learn how to collect, display, interpret and present data in order to address behavioral health problems. Students explore the role of statistics as they relate to evidence based practices as a licensed addiction counselor and/or licensed professional counselor. Students will also appraise psychometric theories and measurements.

BHAM 5014 - Psychopharmacology, Neurobiology, and Infectious Diseases

Credits: 4

Prerequisite(s): BHAM 5001

Description: An advanced survey of the classifications and indications of commonly prescribed psycho-pharmacological medications, including their therapeutic uses, pharmacodynamic and pharmacokinetic properties and side effect profiles. Students will examine the neurobiological impact of illicit substances and mental health disorders. Students will be exposed to the relationship between addiction and common infectious diseases. Students will conduct risk assessments and design appropriate treatment plans for clients with and/or at risk for various co-occurring medical conditions.

BHAM 5015 - Family Systems and Addiction

Credits: 3

Prerequisite(s): BHAM 5002, BHAM 5003, BHAM 5005

Description: A comprehensive exploration of family system theories and the interplay between addiction, recovery and family dynamics. Students will examine the impact of drug use and recovery on family roles and functioning. Students will explore the interactions of substance use, mental health, trauma, and interpersonal violence.

BHAM 5016 - Trauma-Informed Care

Credits: 3

Prerequisite(s): BHAM 5007

Description: A review of theories and response models to the personal and systemic impact of abuse and neglect, crises, disasters, and other trauma-causing events on individuals, couples, families, and communities. Students will review the interplay among substance abuse, mental health, and trauma. The course will sensitize students to the impact of trauma on themselves and on persons served. Students will be introduced to evidence based practices and develop skills to effectively work with clients with trauma.

BHAM 5017 - Principals of Integrative Behavioral Healthcare

Credits: 2

Prerequisite(s): BHAM 5002, BHAM 5008

Description: Students will have an in-depth understanding of the complexities of integrative health; how health systems work well to ensure positive outcomes, as well as the challenges that workers face working in systems. Students will explore integrated health from a variety of perspectives including data management systems, interdisciplinary teams, finances, collaboration, and policy reform, and how that effects clients in substance abuse and mental health treatment.

BHAM 5020 - Clinical Behavioral Health Practicum I

Credits: 6

Prerequisite(s): BHAM 5006, BHAM 5010, BHAM 5015, BHAM 5016

Pre/Corequisite(s): BHAM 5012

Description: This is the first of two practicum courses. This 100 hours practicum (between Practicum I and II) offers students a supervised counseling experience for the development of individual and group counseling skills. Emphasis is placed upon the application of concepts, skills, and principles learned in previous coursework. The course also includes classroom meetings and individual and group supervision.

BHAM 5021 - Practicum II

Credits: 3

Prerequisite(s): BHAM 5020

Pre/Corequisite(s): BHAM 5006, BHAM 5014, BHAM 5015

Description: This is the second of two practicum courses in which students complete a total of 100 hours (between Practicum I and II). This field-based practicum offers students a transitional experience to build upon their supervised counseling experience in individual and group counseling skills. Emphasis is placed upon the application of concepts, skills, and principles learned in previous coursework. The course also includes classroom meetings and individual and group supervision.

BHAM 5031 - Internship I: Addiction Counseling

Credits: 3 or 6

Prerequisite(s): BHAM 5021

Pre/Corequisite(s): BHAM 5003, BHAM 5008

Description: This 600 hour internship (can be taken over 2 semesters) provides the opportunity to practice and provide a variety of counseling related activities in a behavioral health setting. This internship will emphasize providing clinical services to clients with addictive disorders and includes classroom meetings, individual and group supervision.

BHAM 5041 - Internship II: Mental Health Counseling

Credits: 3 or 6

Prerequisite(s): BHAM 5031

Pre/Corequisite(s): BHAM 5017

Description: This 600 hour internship (can be taken over 2

semesters) provides additional opportunity to practice and provide a variety of counseling related activities in a behavioral health setting. This internship will emphasize providing clinical services to clients with mental and emotional health need and includes classroom meetings, individual and group supervision.

Dietetic Internship

NUTM 6000 - Dietetic Internship Practicum

Credits: 3-12

Prerequisite(s): DPD verification statement

Description: The dietetic internship focuses on urban nutrition. Interns complete supervised practice experiences in diverse settings within the Denver metropolitan area in community and population health nutrition, medical nutrition therapy and client services, and food systems management. Through supervised practice experiences, interns develop the depth and breadth of requisite knowledge and skills needed for entry-level practice as a registered dietitian nutritionist.

Master of Science in Nutrition

NUT 5000 - Introduction to Graduate Studies

Credits: 1

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

NUT 5020 - Maternal and Child Nutrition

Credits: 3

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

NUT 5040 - Nutrition Research Design and Evaluation

Credits: 3

Prerequisite(s): NUT 5000

Description: Understanding that modern research design and evaluation rarely occur alone and that nutrition professionals will be expected to collaborate with other members of a healthcare and/or research team, this course will provide students with an advanced and practical understanding of applied research design and evaluation in

the field of nutrition. Topics include integrating the process of conducting research with study design principles, statistical analysis, qualitative and quantitative methods, research report development, dissemination of research findings and research ethics.

NUT 5060 - Nutrition Communication Strategies

Credits: 3

Pre/Corequisite(s): NUT 5040, NUT 5050

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

Note: *The course is stacked with NUT 4060 (Note: Credit will be granted for only one course.)*

NUT 5070 - Programmatic and Systematic Prevention Approaches I

Credits: 3

Prerequisite(s): NUT 5030 and NUT 5031

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

NUT 5071 - Programmatic and Systematic Prevention Approaches II

Credits: 3

Prerequisite(s): NUT 5070

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

NUT 5080 - Nutrition Seminar I

Credits: 1

Prerequisite(s): NUT 5060

Description: Content focuses on the critical evaluation, presentation, and discussion of current literature and research in the field of

nutrition to promote effectiveness in public speaking and professional written communication.

NUT 5081 - Nutrition Seminar II

Credits: 1

Prerequisite(s): NUT 5080

Description: Content focuses on advanced skill development related to dissemination of current literature and research in the field of nutrition to promote effective public speaking and professional written communication.

NUT 5090 - Nutrition Research Practicum I

Credits: 2

Prerequisite(s): NUT 4040 OR NUT 5040

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

NUT 5091 - Nutrition Research Practicum II

Credits: 2

Prerequisite(s): NUT 5090

Description: Content focuses on allowing students to gain experience in conducting nutrition research focused on addressing issues related to diverse populations. Emphasis will be placed on successful group research collaborations, study protocol implementation, data collection and analysis.

NUT 5092 - Nutrition Research Practicum III

Credits: 2

Prerequisite(s): NUT 5091

Description: Content focuses on allowing students to gain experience in conducting nutrition research focused on addressing issues related to diverse populations. Emphasis will be placed on successful group research collaborations, appropriate interpretation of data analysis results, and dissemination of research findings.

NUT 5100 - Introduction to Nutrition Research

Credits: 3

Description: The students in this course are provided an advanced and practical understanding of applied research design and evaluation in the field of nutrition. Topics include integrating the process of conducting research with study design principles, statistical analysis, qualitative and quantitative methods, research report development, dissemination of research findings, and research ethics. This course also promotes effectiveness in public speaking and professional written communication.

NUT 5110 - Macronutrients in Health and Disease

Credits: 3

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

NUT 5120 - Vitamins, Minerals, and Bioactive Compounds in Health and Disease

Credits: 3

Prerequisite(s): NUT 5110

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

NUT 5130 - Advanced Assessment and Intervention in Clinical Nutrition

Credits: 3

Prerequisite(s): NUT 5120

Description: Student in this course explore common pathophysiological conditions and diseases to provide an in-depth analysis of the role of diet in disease prevention, development, and treatment. Application and evaluation of assessment methods (e.g. anthropometric, biochemical, and clinical) and interpretation of assessment results to accurately diagnose nutritional status and plan interventions is taught in this class. Topics include the nutrition care process, evidence-based practice, coding and billing, and education in clinical settings. Evaluation of energy balance and nutritional needs during physiological stress or illness are discussed. Course is taught using case-based learning and application of primary research.

NUT 5140 - Advanced Clinical Practice Topics

Credits: 3

Prerequisite(s): NUT 5130

Description: Content focuses on advanced clinical practice topics to support clients' self-management of diseases, nutrition care support program development, research analysis and communication, and clinical management. Clinical management topics include strategic and operational planning, analysis of clinical practices and procedures, effective leadership, and development of quality improvement and standards of care procedures. Students learn how to

evaluate published research and apply findings to clinical practice case studies.

NUT 5150 - Lifecycle Nutrition

Credits: 3

Description: Students in this course focuses on the nutrition requirements, health issues, and diseases affecting individuals throughout the lifecycle, including pregnant and postpartum women, females of reproductive age, infants, children and peri menopausal/menopausal women, all the way upto geriatric nutrition. Epidemiology of maternal and childhood diseases in both developed and developing nations are discussed. This course integrates clinical and community evidence-based guidelines and recommendations to provide a comprehensive overview of best practices in treating nutrition issues throughout the lifecycle. Counseling techniques and strategies for encouraging behavior change are discussed for different socio-environmental domains.

NUT 5160 - Empowered Leadership in Nutrition

Credits: 3

Description: Students in this course are introduced to leadership concepts including: different leadership theories, leadership skills, diversity and inclusion, human resources, and more. Students are provided the opportunity to balance and evaluate a budget from a foodservice operation. While a part of this course focus on the fiscal requirements of balancing a budget, a primary focus of this course is that students learn how to empower a workforce by treating people ethically and respectfully.

NUT 5170 - Nutrition and the Community: Equity, Inclusion, and Access

Credits: 3

Description: Students in this course are provided with an opportunity to critically evaluate the current food and health care system in the United States. Students are challenged to evaluate these topics through a lens of equity which will include reflection on personal biases. Students may evaluate current policy, learn about current community nutrition topics, and present a solution to a current nutrition-related public health problem. Additional topics include Social Determinants of Health, health and food disparities, evaluation of programs and systems, and an exploration of equality, equity, and justice.

NUT 5180 - Food System and Policy

Credits: 3

Description: Students in this course are provided an overview of the United States food system, with a focus on the food system's interrelationships with public health, the environment, equity, and society. The students in this course may use a systems-thinking approach to examine and understand the interconnectedness of the social, economic, environmental, political, and economic influences and consequences that affect food and public health. Analysis of the United States' contemporary food system on a local, regional, and federal level through diverse theoretical, applied, and ethical

perspectives are discussed during this class. The role of agriculture in the economy, national development, and environmental degradation are also discussed. The origins of scarcity and abundance, population growth, hunger and obesity, and poverty are analyzed.

NUT 5500 - Global and Cultural Topics in Nutrition

Credits: 3

Description: Students in this course focus on work with diverse populations and gain a foundation of knowledge concerning historical, social, and economic factors driving global nutrition. The current and future state of global nutrition are discussed along with historical and future methods for addressing global malnutrition. Topics include epidemiology of nutritional diseases and malnutrition, sustainable agriculture, ethics in food, analyzing cross-cultural communication skills, identifying and utilizing culturally appropriate strategies in counseling and client care, and exploring various cultural traditions.

NUT 5510 - Nutrition Counseling and Communication Strategies

Credits: 3

Description: Students in this course are provided with an opportunity to examine and apply strategies and principles of effective communication for diverse audiences in the field of nutrition. Emphasis are placed on effective translation and dissemination of scientific findings to diverse audiences using a variety of communication strategies including individual counseling, group facilitation, advocacy, and public speaking. The evaluation, interpretation, and communication of scientific literature is also emphasized.

NUT 5520 - Sports Nutrition

Credits: 3

Description: Content focuses on energy-containing macronutrients, micronutrients, physiological adaptations in response to prolonged and regular activity, gut microbiome, body composition, metabolic lab technology to determine basal metabolic rate and substrate utilization during exercise, and caloric, electrolyte and fluid requirements for athletes. Topics include the physiology of energy balance and exercise, nutrigenomics, and disease prevention. Dietary practices for promoting optimal performance and health with various athletic populations are discussed.

NUT 5950 - Lactation Management

Credits: 3

Description: A clinical training course that provides 50 of the required 95 hours of lactation-specific education (including the 5 hour communication requirement) to become eligible for the International Board Certified Lactation Consultant exam. This course explores breastfeeding anatomy and physiology. Discusses common breastfeeding issues. Topics include anatomy of the breast, supporting the breastfeeding dyad, culturally informed breastfeeding support, and education in community and clinical settings. The

course will be taught using competency-based learning and application of primary research.

NUT 5970 - Clinical Skills for Breastfeeding Support

Credits: 3

Prerequisite(s): NUT 5950 or NUT 4950 or NUT 490E or NUT 590F or CLC/CLE course

Description: A clinical training course that provides 45 of the required 95 hours of lactation-specific education to become eligible for the International Board Certified Lactation Consultant exam. This course explores the principles and anthropology of human lactation, triage of breastfeeding problems, breastfeeding techniques, maternal and infant nutrition, and application of clinical breastfeeding support skills in real and simulated consultation scenarios. This dyad-focused information will prepare students to support breastfeeding in a variety of healthcare-related roles. This course will be taught using competency-based learning and application of primary research.

NUT 5990 - Lactation Internship

Credits: 1-12

Prerequisite(s): NUT 4950/5950 and NUT 4970/5970

Description: The lactation internship will provide 42.5 hours of clinical lactation internship placement for each 1 credit. The clinical lactation placement will be in hospitals, WIC clinics, outpatient lactation support offices, private practice lactation support settings and virtual lactation support consultations. All student lactation internship placements will be conducted under the direct supervision of an International Board Certified Lactation Consultant (IBCLC) preceptor.

NUT 6000 - Nutrition Research Capstone I

Credits: 1

Prerequisite(s): NUT 5100

Description: Content focuses on allowing students to gain experience in the planning of nutrition research focused on addressing issues related to diverse populations. Emphasis is placed on successful group research collaborations, and effective study design and development.

NUT 6010 - Nutrition Research Capstone II

Credits: 1

Prerequisite(s): NUT 6000

Description: Content focuses on allowing students to gain experience in conducting nutrition research focused on addressing issues related to diverse populations. Emphasis is placed on successful group research collaborations, research study implementation, data collection, and analysis.

NUT 6020 - Nutrition Research Capstone III

Credits: 1

Prerequisite(s): NUT 6010

Description: Content focuses on allowing students to gain

experience in conducting nutrition research focused on addressing issues related to diverse populations. Emphasis is placed on successful group research collaborations, appropriate interpretation of data analysis results, and dissemination of research findings.

Individualized Supervised Practice Pathway

NUTM 5800 - Advanced Practicum in Dietetics

Credits: 1-12

Prerequisite(s): DPD verification statement

Description: Supervised practical experience in clinical, food service, and community settings for development of entry-level skills for the registered dietitian nutritionist.

Master of Social Work

SWKM 5000 - Generalist Practice I in a Multicultural Society

Credits: 4

Prerequisite(s): Formal, written acceptance into the MSW program. Students must adhere to the required sequence of MSW coursework.

Corequisite(s): SWKM 5150

Pre/Corequisite(s): SWKM 5050 and SWKM 5100

Description: This course provides students with the knowledge, values and skills for generalist practice with diverse client systems. It focuses on ethics and values, professional relationships, interviewing, assessment and evaluation at the micro, mezzo and/or macro levels.

SWKM 5050 - Social Policy Analysis

Credits: 3

Prerequisite(s): Formal, written acceptance into the MSW program. Students must adhere to the required sequence of MSW coursework.

Corequisite(s): SWKM 5100

Description: This course analyzes the historical, economic, political and social factors underlying the United States social welfare system. The impact of current policies on diverse groups is examined.

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

Credits: 3

Prerequisite(s): Formal, written acceptance into the MSW program. Students must adhere to required sequence of MSW coursework.

Corequisite(s): SWKM 5050

Description: This course examines the reciprocal relationships between individuals and their environments. Knowledge of biopsychosocial, cultural and spiritual development from prenatal through adolescence is included. Students learn to critically analyze

micro, mezzo and macro theories and explore ways in which theories can be used to structure professional activities at the micro, mezzo and macro levels.

SWKM 5150 - Field Experience I

Credits: 5

Prerequisite(s): Formal, written acceptance into the MSW program. Students must adhere to the required sequence of MSW coursework.

Corequisite(s): SWKM 5000

Pre/Corequisite(s): SWKM 5050 and SWKM 5100

Description: This course involves supervised practice experience in a social agency serving diverse client populations. A concurrent field practicum assists in the development of generalist practice skills with individuals, families, groups and larger systems. Two hundred and forty hours of agency practice, plus a field seminar, are required.

SWKM 5200 - Generalist Practice II in a Multicultural Society

Credits: 4

Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5000. Students must adhere to the required sequence of MSW coursework.

Corequisite(s): SWKM 5350

Pre/Corequisite(s): SWKM 5250 and SWKM 5300

Description: Utilizing an ecological perspective, this course provides students with the knowledge and skills for generalist, multicultural practice with all client systems. It focuses on goal setting, interventions, and outcomes at the micro, mezzo and/or macro levels.

SWKM 5250 - Research Methods in Social Work

Credits: 3

Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5050. Students must adhere to the required sequence of MSW coursework.

Corequisite(s): SWKM 5300

Description: This course introduces research methods including conceptualizing research problems; designing a survey; sampling, measuring, collecting and interpreting data; and presenting results. Both qualitative and quantitative research methods are presented. The emphasis is placed on conducting multiculturally focused research and evaluating findings critically.

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

Credits: 3

Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5100. Students must adhere to the required sequence of MSW coursework.

Corequisite(s): SWKM 5250

Description: This course provides content on the reciprocal relationships between individuals and their environments. Knowledge of biopsychosocial, cultural and spiritual development from young

adulthood through old age is included. Students learn to critically analyze micro, mezzo and macro theories and to explore ways in which theories can be used to structure professional activities at the micro, mezzo and macro levels.

SWKM 5350 - Field Experience II

Credits: 5

Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5150. Students must adhere to the required sequence of MSW coursework.

Corequisite(s): SWKM 5200

Description: This course involves supervised practice experience in a social agency serving diverse client populations. A concurrent field practicum assists in the development of generalist practice skills with individuals, families, groups and larger systems. Two hundred and forty hours of agency practice, plus a field seminar, are required.

SWKM 5400 - Human Behavior in the Social Environment

Credits: 3

Prerequisite(s): Formal acceptance into the MSW Program. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.

Corequisite(s): SWKM5425 and SWKM5450

Description: Students in this foundation year course learn to identify theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Students will gain an understanding of how their personal experiences and affective reactions may impact their ability to effectively assess and engage with diverse clients and constituencies.

SWKM 5425 - Power, Oppression, and Privilege

Credits: 3

Prerequisite(s): Formal acceptance into the MSW Program. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.

Corequisite(s): SWKM5400 and SWKM5450

Description: Students in this foundation year course learn to understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. Students in this course will understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Students in this course will examine strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

SWKM 5450 - Social Policy Analysis

Credits: 3

Prerequisite(s): Formal acceptance into the MSW

Program. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.

Corequisite(s): SWKM5400 and SWKM5425

Description: Current social policies are examined in this course. The influence of current and historical contexts on policy formation will be examined and integrated into policy analysis. The impact of United States social welfare policies will be understood by applying four key analysis lenses: historical, economic, political and social. The impact of social welfare policies on diverse groups are examined and implications for future policies are explored.

SWKM 5475 - Legal Issues in Social Work Practice

Credits: 3

Prerequisite(s): SWKM5400, SWKM5425 and SWKM5450 or acceptance into the Advanced Standing Program. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.

Corequisite(s): SWKM5500 and SWKM5575 OR SWKM6400

Description: The course provides students with understanding, awareness, and skills to engage as leaders in multi-disciplinary social work practice within the legal system focusing on standards of practice for social work professionals while advancing social, economic, and environmental justice. Students will be exposed to situations requiring identification and intervention with culturally diverse populations who may be treated differentially by the court system, promoting client rights and humane laws including adequate representation in the legal system by advocating at multiple levels.

SWKM 5500 - Research Methods in Social Work

Credits: 3

Prerequisite(s): SWKM5400, SWKM5425 and SWKM5450. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.

Corequisite(s): SWKM5475 and SWKM5575

Description: This course presents fundamental principles, methodology, and techniques of social research as applied to social work practice themes. The course emphasizes concepts, skills, and values essential to the design and implementation of a research project. This course also introduces students to strategies for evaluating social work practice and programs at multiple system levels and helps them develop an appreciation for intersectionality.

Students will learn how to conduct critical analyses and effective use of published research to inform practice, policy, and future research. This broad-based objective will be achieved by acquainting the student with basic research methods related to all phases of the research process. Fundamentally, this course aims for students to learn how to conduct critical analysis and effective utilization of published research. This will serve as a foundation for students to subsequently exercise leadership through their ability to be good consumers of research.

SWKM 5575 - Groups, Teams, and Leadership

Credits: 3

Prerequisite(s): SWKM5400, SWKM5425 and SWKM5450. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.

Corequisite(s): SWKM5475 and SWKM5500

Description: People frequently find themselves working within groups in order to effect change with individuals or across systems. This course introduces the following constructs: the functions of groups across multiple systems; how group formation occurs; roles people play in groups; and principles to employ to work effectively as a group member or a group facilitator. Students will be involved in discussion and experiential activities in order to build leadership and evaluative skills in a variety of group contexts.

SWKM 5600 - Generalist Practice I

Credits: 3

Prerequisite(s): Formal acceptance into the MSW Program. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.

Corequisite(s): SWKM5625

Pre/Corequisite(s): SWKM5400, SWKM5425, and SWKM5450

Description: The course provides students with foundational knowledge, values, and skills for generalist practice with diverse clients and systems. Students will be introduced to a wide range of skills at the micro, mezzo, and macro levels with a focus on ethics and values, professional relationships, interviewing, and assessment. Students will gain foundational knowledge of the Generalist Intervention Model and the planned change process from engagement through assessment.

SWKM 5625 - Field Experience I

Credits: 3

Prerequisite(s): Formal acceptance into the MSW Program. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.

Corequisite(s): SWKM 5600

Pre/Corequisite(s): SWKM 5400, SWKM 5425, and SWKM 5450

Description: This course involves supervised experience in a field agency serving diverse, marginalized, or oppressed client populations. The field seminar integrates theoretical knowledge with practice skills. The course assists in the development of generalist practice skills with individuals, families, groups, and larger systems. Students will complete a set number of agency fieldwork hours (a minimum of 200 hours per semester is required by CSWE accreditation standards). Total number of hours will be determined by the Office of Field Education and informed by agency, programmatic, societal, environmental, and/or policy-related factors.

SWKM 5650 - Generalist Practice II

Credits: 3

Prerequisite(s): SWKM5400, SWKM5425, SWKM5450 and SWKM5600. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.

Corequisite(s): SWKM6575

Pre/Corequisite(s): SWKM5475, SWKM5500 and SWKM5575

Description: Utilizing an ecological perspective, this course provides students with knowledge, values and skills for generalist practice with diverse client systems. Students will develop competency in applying steps of the Generalist Intervention Model, i.e. planning, implementation through evidence-based intervention, evaluation, termination, and follow-up at the micro, mezzo and macro levels. Professional tasks of documentation and communication will be integrated into students' development as multicultural generalist practitioners.

SWKM 5675 - Field Experience II

Credits: 3

Prerequisite(s): SWKM 5400, SWKM 5425, SWKM 5450, SWKM 5600 and SWKM 5625. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.

Corequisite(s): SWKM 5650

Pre/Corequisite(s): SWKM 5475, SWKM 5500 and SWKM 5575

Description: This second semester course involves supervised practice experiences in a social agency serving diverse, marginalized, or oppressed client populations integrating field experiences and academic learning. This concurrent field practicum assists in the development of generalist practice skills with individuals, families, groups, and larger systems. Students will complete a set number of agency fieldwork hours (a minimum of 200 hours per semester is required by CSWE accreditation standards). Total number of hours will be determined by the Office of Field Education and informed by agency, programmatic, societal, environmental, and/or policy-related factors.

SWKM 6002 - Direct Practice

Credits: 3

Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation-year credits. Students must adhere to the required sequence of MSW coursework.

Corequisite(s): SWKM 6150

Description: The course focuses on the advanced clinical skills needed to work with individuals, families and groups from a biopsychosocial, spiritual, cultural, and strengths perspective. Students build on the generalist foundation using theories and models of advanced clinical engagement, assessment, and evidence-based intervention. The course introduces clinical research strategies to evaluate client outcomes, recognizing the impact that past and present social policies have on the service delivery system. Students design a practice evaluation outcome project using their professional field experience.

SWKM 6003 - Program Need, Design, and Development

Credits: 3

Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation-year credits. Students must adhere to the required sequence of MSW coursework.

Corequisite(s): SWKM 6150

Description: This course focuses on advanced macro practice skills from an ecological perspective and provides students with instruction and experience in assessing, engaging, planning, and executing projects in collaboration with organizations and communities. The course focuses on organizational and community change, program design and development, leadership, and resource acquisition and allocation.

SWKM 6050 - Advanced Policy and Programming

Credits: 3

Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 6256. Students must adhere to the required sequence of MSW coursework.

Corequisite(s): SWKM 6256

Description: This course is an advanced-level policy course in which students explore challenges confronting society with regard to national and global policy practice and advocacy. Students examine and critically analyze current social policies and trends and existing social service delivery systems. Emphasis is on the national and global impact of current policy, as well as programs upon minority and disenfranchised populations. Students examine evidence-based policy practice paradigms.

SWKM 6085 - Fundraising and Grant Writing

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM 5475 and SWKM 6400 or completion of all foundation coursework.

Description: Fundraising and Grant Writing provides students the opportunity to develop knowledge and skills for fundraising and program development within the field of social work. Through this course, students will gain exposure to the process of identifying organizational funding needs and priorities, determining appropriate funding opportunities, and preparing a competitive grant proposal. Students will learn how to read a notice of funding, use evidence to demonstrate social need, formulate strategic goals and objectives, develop realistic action plans, create programmatic budgets, and outline evaluation criteria. These objectives will be achieved through course readings, in-depth discussions, and problem-based learning activities that culminate in the creation of a grant proposal.

SWKM 6090 - Advanced Topics in Privilege, Oppression and Power

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM 5475 and SWKM 6400 or completion of all foundation coursework.

Description: Students in this concentration year elective will practice advanced strategies to advocate for human rights at the individual and system levels. Students in this course will deepen their introspection and ability to engage in critical conversations about privilege, power, and oppressive structural barriers while applying a broad intersectional understanding of cultural identities. Students will explore and apply strategies for cultural consciousness in everyday settings.

SWKM 6095 - Social Work and Addiction

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM 5475 and SWKM 6400, or completion of all foundation coursework.

Description: This elective course will focus on how social workers serve people who use substances. Taking a person-in-environment approach, students will consider how policy affects access to care, the legal implications of enforcing these policies, and how social workers navigate these systems. This course explores how substances affect people throughout the lifespan, including direct effects on the person who uses substances and their families and communities. Students will examine empirically supported and culturally responsive approaches to assessment, diagnosis, treatment planning, interventions, and ending treatment, including cultural adaptations of treatment.

SWKM 6100 - Family Therapy

Credits: 3

Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation-year credits. Students must adhere to the required sequence of MSW coursework.

Corequisite(s): SWKM 6207

Description: This course focuses on the family as a unit of assessment and intervention in clinical social work practice. Students examine theoretical perspectives and major family therapy models used to understand and analyze family dynamics and interactional patterns. They investigate how techniques of intervention are applied to diverse families with varied system and individual problems.

SWKM 6150 - Field Experience III

Credits: 5

Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation-year credits. Students must adhere to the required sequence of MSW coursework.

Corequisite(s): SWKM 6002 and SWKM 6003

Description: This course involves supervised practice experience in a social agency that serves a diverse client population. A concurrent field practicum assists in the integration of theory and practice as students develop advanced skills with individuals, families, groups and larger systems. Three hundred hours of agency practice, plus a field seminar, are required.

SWKM 6201 - Direct Interventions: Older Adults

Credits: 3

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

Corequisite(s): SWKM 6250

Description: This course is designed to integrate the theories, practices and advocacy skills that are needed for effective social work with older adults and their families in mental health and health care settings. Students examine issues of evaluation and treatment approaches, care giving, case management, support groups, and service delivery.

SWKM 6202 - Direct Interventions: Children/Youth/Families

Credits: 3

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

Corequisite(s): SWKM 6250

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

SWKM 6203 - Direct Interventions: Child Welfare

Credits: 3

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

Corequisite(s): SWKM 6250

Description: This course focuses on the experiences of children and families in the child welfare system and the impact of neglect, abuse, and family violence. Practice content is from a family-centered, strengths-based approach. Child protective policies and practices are examined. Special consideration is given to diverse family types. Students conduct a practice evaluation outcome project using their professional field experience.

SWKM 6204 - Direct Interventions: Adult Mental Health

Credits: 3

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

Corequisite(s): SWKM 6250

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

SWKM 6205 - Social Entrepreneurship and Social Justice

Credits: 3

Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 6256. Students must adhere to the required sequence of MSW coursework.

Description: This course incorporates social work values, ethics,

practices and entrepreneurial elements to impact social problems by collaborating with citizens who are impacted by social and economic injustice. Through a community service project, the students analyze, organize, plan, implement and evaluate innovative strategies aimed at making social change and achieving greater social justice.

SWKM 6206 - Program Management and Organizational Leadership

Credits: 3

Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 6003. Students must adhere to the required sequence of MSW coursework.

Corequisite(s): SWKM 6250

Description: This course focuses on the principles, theories, attributes, and skills related to individual leadership development. This course also examines the organizational management knowledge and leadership skills required in the development and management of structure, resources, and cultures of human services delivery systems.

SWKM 6207 - International Social Work

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM 5475 and SWKM 6400 or completion of all foundation coursework.

Description: This course will prepare to practice with international populations and communities, locally and globally. Key knowledge and skills covered include globalization, cultural humility, and anti-oppressive practice. Students will explore culturally relevant practices and interventions that promote human rights, social, economic, and environmental justices.

SWKM 6250 - Field Experience IV

Credits: 5

Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 6150. Students must adhere to the required sequence of MSW coursework.

Corequisite(s): SWKM 6201 or SWKM 6202 or SWKM 6203 or SWKM 6204 or SWKM 6206

Description: This course serves as the second of two semesters of supervised practice experience at a social agency serving diverse client populations. A concurrent field practicum assists in the integration of theory and practice as students develop advanced skills with individuals, families, groups and larger systems. Three hundred hours of agency practice and field seminar are required.

SWKM 6256 - Legal Issues in Social Work

Credits: 1

Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation year credits. Students must adhere to the required sequence of MSW coursework.

Description: This course examines laws, policies, and court procedures related to Social Work practice and how they impact the quality of life.

SWKM 6400 - Bridge Seminar

Credits: 3

Prerequisite(s): Formal acceptance into the MSW Advanced Standing Program and block of 30 foundation credits. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.

Corequisite(s): SWKM5475

Description: To augment their background knowledge, values, and skills in social work, this course provides Advanced Standing students an overview of major subject areas in graduate level social work. This course offers a review of the key areas of practice, theory, research and policy to ensure students' readiness for concentration year graduate-level course work. This course requires students to be independent and self-directed in their work.

SWKM 6425 - Advanced Integrative Practice: Leadership

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM5475 and SWKM6400 or completion of all foundation coursework. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.

Corequisite(s): SWKM6450

Description: This course examines theories of leadership, management and administration in multiple contexts including program management, organizational leadership, and community organizing. A primary focus is on the principles, theories, attributes and skills related to individual leadership development. Topics covered include elements of planning, implementation and evaluation of practice; leadership style and management strategies in diverse settings with diverse populations and across systems; system context; resource allocation; and sustainability.

SWKM 6450 - Advanced Integrative Practice: Clinical

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM5475 and SWKM6400 or completion of all foundation coursework. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.

Corequisite(s): SWKM6425

Description: The course focuses on the advanced clinical skills needed to work with multiple systems (individuals, families and groups) from a biopsychosocial, spiritual, cultural and strengths perspective. Students build on the generalist foundation using clinically focused theories and models of advanced clinical engagement, assessment, and evidence-based intervention with individuals and families within the larger health and mental health systems. This course is designed to integrate the traditional clinical theories, practices and advocacy skills with an appreciation for intersectionality that are needed for effective social work with multiple populations and settings. Students will examine micro, mezzo, and macro issues of evaluation and treatment approaches, and service delivery.

SWKM 6475 - Advanced Policy and Advocacy

Credits: 3

Prerequisite(s): A block of 30 foundation credits and SWKM6400 OR completion of all foundation coursework, SWKM6425 and SWKM6450. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.

Description: This course is an advanced level policy course in which students explore challenges confronting society with regard to national and global policy practice and advocacy. Students examine and critically analyze current social policies and trends and existing social service delivery systems. Emphasis is on the national and global impact of current policies across multiple systems. Students will also understand the impact of policies and programs upon minority and disenfranchised populations.

SWKM 6500 - Group Therapy

Credits: 3

Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation year credits. Students must adhere to the required sequence of MSW coursework.

Description: This course addresses the critical dimensions of social work with groups and the ways in which group work can be extended through research.

SWKM 6505 - Family Violence in Social Work

Credits: 3

Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation year credits. Students must adhere to the required sequence of MSW coursework.

Description: This course provides students with an understanding of family violence. Students focus on risk factors, identification, assessment and treatment of child abuse and neglect, sibling abuse, intimate partner violence, dependent adult and elder abuse, and abuse of other vulnerable populations. They also examine systems' issues, victim's rights and opportunities for victim advocacy from a social work perspective.

SWKM 6510 - Health and Healthcare

Credits: 3

Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation year credits. Students must adhere to the required sequence of MSW coursework.

Description: This course focuses on the continuum of professional social work in healthcare, from inpatient through outpatient and community-based service and program delivery settings. Students examine the multiple societal, economic, and population changes that influence healthcare policy. The course builds upon the strengths-based and ecological perspectives.

SWKM 6515 - Exploring Diversity

Credits: 3

Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation year credits. Students must adhere to the required sequence of MSW coursework.

Description: This course affirms and supports groups of diversity and difference that have been impacted by oppression and discrimination. It focuses on diverse populations as they relate to advanced social work practices. Students utilize self-awareness of their own culture and the culture of others to work toward social justice for those impacted by oppression.

SWKM 6520 - Evidence-Based Practice in Mental Health

Credits: 3

Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation year credits. Students must adhere to the required sequence of MSW coursework.

Description: This course views the perception of specific mental health disorders, help seeking behavior and effective practice from an ecological and multicultural perspective in traditional and alternative mental health and community settings.

SWKM 6525 - Crisis Intervention: Trauma and Disaster Response

Credits: 3

Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation year credits. Students must adhere to the required sequence of MSW coursework.

Description: This course focuses on effective responses to trauma and disaster at the micro, mezzo and macro levels from a national and global perspective. The content focuses on supporting people exposed to trauma and how to decrease the risk of long-term negative consequences.

SWKM 6530 - Macro Practice and the Social Documentary: Variable Topic

Credits: 3

Prerequisite(s): Formal, written acceptance into the MSW program and SWKM 5350 or a block of 30 foundation year credits. Students must adhere to the required sequence of MSW coursework.

Description: This course explores alternative methods of macro work through the depiction of social issues through the methodical compilation of social documentary photographs that can be understood by the external viewer. The topic changes with each course offering. Any student may not earn more than six credits from variable topics courses. Masters' students must have written approval from the department to earn more than three credits from a variable topics course.

SWKM 6625 - Crisis Intervention and Response to Interpersonal Violence

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM5475 and

SWKM6400 or completion of all foundation coursework

Description: This course focuses on effective responses to crisis and interpersonal violence at the micro, mezzo and macro levels from a national and global perspective. The content introduces conceptual frameworks for crisis intervention aimed at supporting people exposed to trauma and decreasing the risks of long-term negative consequences. The course focuses on risk factors, identification, assessment and treatment of the following: child abuse and neglect, sibling abuse, intimate partner violence, dependent adult and elder abuse, and abuse of other vulnerable populations. The course will also examine systems' issues, victim's rights, and opportunities for victim advocacy from a social work perspective.

SWKM 6630 - Social Work in Health and Integrated Practice

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM5475 and SWKM6400 or completion of all foundation coursework

Description: This course focuses on social work in health care throughout multiple systems and settings from strengths-based and ecological perspectives. The course includes information required to work in and provide leadership within health care from primary care, to inpatient and community-based services and program delivery settings. Students will be exposed to multidisciplinary work and integrated healthcare teams, as well as, the examination of multiple societal, economic and population changes that influence healthcare policy. The course also examines systems that health care clients, families and communities may also be engaged in, e.g. child welfare, mental health, criminal justice systems and their potential relevant intersections with health care across the lifespan.

SWKM 6635 - School-Based Social Work Practice

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM5475 and SWKM6400 or completion of all foundation coursework

Description: This course prepares students to apply social work knowledge and skills in school settings through prevention, assessment, intervention, and evaluation from the ecological multilevel approach focused on students, families, and the school community. This course is aligned with the standards of the Colorado Department of Education requirements for course-specific work for school social work certification. Particular attention will be paid to issues critical in schools including special education, truancy, discipline, crisis intervention, and standardized testing.

SWKM 6640 - Social Work Supervision

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM5475 and SWKM6400 or completion of all foundation coursework

Description: This course examines the application of supervision theory in social work practice settings. A focus is placed on the roles of the supervisor, consultant, and advisor in Social Work practice across the continuum of professional development and practice. Students will learn the difference between the required knowledge competence, skill development, values and ethics for administrative

supervision, clinical supervision, consultation and advising. Students will examine how multicultural humility affects their competency in their supervisory relationships. Students will be encouraged to consider differential supervisory styles that are theoretically informed by various perspectives and by the developmental needs of supervisees. Similarities and differences in the expectations of settings where clinical social work supervision occurs will be explored. A focus on one to one supervision skills, managing conflicts and personnel, and cross-cultural work will be addressed. This course is recommended for any student seeking leadership/supervision positions in either clinical or community settings.

SWKM 6645 - Organizational Development and Change

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM5475 and SWKM6400 or completion of all foundation coursework

Description: Applying leadership and clinical skills, students will develop strategies to effect change in multiple settings. Students will increase their capacity to use their voice in multiple systems: supervisory relationships, team meetings, intra and interdepartmental organizational settings and with community stakeholders. Students will learn skills related to mindful reflections and non-judgmental engagement when sharing their truth about their intersectional experiences. Students will explore how power, privilege, and oppression are present in peer, supervisory and managerial relationships, teams, organizations, systems, and institutions. Students will learn to disrupt these systems through doing role plays with cases depicting situations they have been exposed to involving micro-aggressions, implicit biases, ethical dilemmas, organizational hierarchies and constraints, and differential styles of communication and leadership. By the end of this course, students will learn how to apply their clinical knowledge and skills to assess the larger context, identify and strategize on opportunities for sharing their perspectives and to engage with systemic challenges. Students will increase their capacity to hold multiple truths while advocating for their client's needs and fostering their own resilience and well-being amidst the challenges of social work practice in community and agency-base contexts.

SWKM 6650 - The DSM for Social Work

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM5475 and SWKM6400 or completion of all foundation coursework

Description: This course focuses on how diagnostic criteria determines and applies to behavioral Health disorders. Students gain a thorough understanding of the Diagnostic and Statistical Manual and congruence with the International Classification of Disease (ICD-10). Students gain an understanding of how behavioral health manifests along with client help-seeking behavior and evidence based practice models. Interventions are explored from a multi-systems approach which includes ecological and multicultural perspectives in behavioral health and community settings. Students will gain an understanding of the differences between evidence-based, evidence informed, and emerging practice models. The application of

evidence-based practice models are explored from micro perspectives, including the impact the disorder has on the life of the client, diagnosis, and treatment.

SWKM 6655 - Therapeutic Use of Groups

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM5475 and SWKM6400 or completion of all foundation coursework

Description: Group therapy is an important and practical therapeutic modality focused on empowering clients to change their experiences through social connection. This course builds upon the foundations of group practice and addresses the deeper dimensions of social work with groups. Students will learn to identify and examine evidence-based strategies as a means of developing, facilitating, and evaluating various types of groups from an integrative practice approach. Students will be involved in discussion and experiential activities in order to build leadership and evaluative skills in a variety of group contexts.

SWKM 6660 - Experiential Practice

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM 5475 and SWKM 6400 or completion of all foundation coursework.

Description: This course examines various forms of experiential practice including adventure/wilderness, animal-assisted, expressive (art, drama, dance/movement, music, poetry/narrative/story, photography/video, sewing/crafts), gardening/horticultural, sports, mind/body and related forms. Consideration is given to how social workers engage in these forms of practice with individuals, families, groups, communities and organizations as part of a change process. Special consideration will be given to the therapeutic use of these interventions in mental health, substance abuse, and trauma work with a wide range of populations including adolescents, child welfare clients, veterans, and survivors of violence. The course will provide a philosophical and theoretical framework to consider all experiential forms of practice appropriate to a practitioner's context and scope of practice. The course will also examine the cultural relevance of specific forms of experiential practice.

SWKM 6665 - Adventure and Wilderness-Based Practice

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM 5475 and SWKM 6400 or completion of all foundation coursework

Description: This course examines the use of adventure-based and wilderness activities in social work practice across the five client systems (individuals, families, groups, communities, and organizations). Adventure-based practice include the use of cooperative games, problem-solving initiatives, trust building activities, high adventure and wilderness expeditions as a part of a purposeful change process. Course content includes theoretical and philosophical foundations of adventure-based practice, safe and appropriate use adventure with different client groups (including: youth, family, veterans, mental health, disability & medical, survivors of violence) and the use of adventure in client and system

assessment and intervention. The course will consider appropriate cultural engagement in the use of adventure and wilderness activities.

SWKM 6670 - Trauma-Informed Social Work Practice

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM 5475 and SWKM 6400 or completion of all foundation coursework

Description: Trauma-informed care (TIC) has been described as a universal precaution when engaging with people in the health system. Someone who practices TIC presumes that a person has experienced trauma and subsequently treats the person with compassion and thoughtfulness. This class will develop students' theoretical and application-based knowledge of trauma theory, TIC, harm reduction, anti-oppressive practice, and other practices. TIC will be applied across the systems that social workers engage with people: micro, mezzo, and macro. Micro-level application includes assessment, diagnosis, treatment planning, treatment, and ending with individuals, families, and groups. Mezzo-level application includes leadership, schools, and communities. Macro-level application includes developing policy, community organizing, research, and leadership. The class will conclude with students presenting a synthesis of knowledge reflecting the various applications of trauma-informed social work in their practice setting.

SWKM 6675 - Chronic and Serious Illness: Advanced Practice Skills

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM 5475 and SWKM 6400 or completion of all foundation coursework

Description: This course examines chronic illness and disability, serious and/or life threatening illness, and end of life among adults. This course focuses on the psychosocial and physical aspects of these conditions and the integration of those aspects when conducting biopsychosocial assessments, navigating the healthcare system, and intervening with individuals, families and significant supports, and communities. This course will address preparing social workers to work within interdisciplinary teams to provide expertise and promote sensitivity and understanding of chronic illness and disability, serious and/or life threatening illness, and end of life. This course also covers relevant social and health service systems and policies intended to support those with chronic illness and disability and explores ways to provide effective service.

SWKM 6680 - Vital Skills for Late Life Populations

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM 5475 and SWKM 6400 or completion of all foundation coursework

Description: This course is designed to prepare graduate level students for advanced practice with older people and their families across multiple settings including social, mental health and health care settings. Assuming some foundation knowledge, this course will briefly review content concerning the aging relevant social service delivery systems in the US, social work practice methods and values. Students will attain sophisticated understanding of the issues of later

mid and late adulthood, applying multiple theoretical perspectives and learning advanced, specialized practice intervention approaches with aging individuals and their families, at the individual, family, group, community, and institutional levels. This course will enable the student to utilize assessment tools and formulate relevant interventions to address major physical and mental health concerns of older persons. Students will be exposed to interprofessional education relevant to work with this population and learn competencies of social workers serving on interdisciplinary team. Additional focus will be on older populations at risk due to poverty, mental or physical illness, family problems, or discrimination and oppression related to cultural and racial diversity, gender, sexual orientation, disability and other factors.

SWKM 6685 - Couples and Family Therapy

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM 5475 and SWKM 6400 or completion of all foundation coursework

Description: This course focuses on couples and families as units of assessment and intervention in clinical social work practice. Students will examine theoretical perspectives and therapeutic modalities to explore and analyze relational dynamics, and interactional patterns within couples and families. Students will learn to apply techniques of intervention to diverse families with varied system and individual problems.

SWKM 6690 - Variable Topics in Social Work

Credits: 3

Prerequisite(s): Formal acceptance into the MSW Program. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.

Description: This course explores new and emerging trends and issues in the field to ensure agility and responsiveness in the ever-changing social, economic, and political landscape in which social work operates. It offers advanced graduate students opportunities to further their understanding, hone critical skills, or apply innovative methods in a way to adapt to the changing realities of contemporary social work practice. The course content necessarily varies according to the specific topic and may include issues related to micro, mezzo, or macro social work practice.

Note: *This course may be repeated under different topics for a total of 6 credits.*

SWKM 6695 - Social Documentary for Social Work

Credits: 3

Prerequisite(s): SWKM 6700

Corequisite(s): SWKM 6750

Description: An integrative approach to the MSW curriculum prepares students to be leaders who understand how to work effectively across multiple systems. Being an effective leader in this digital age requires savvy with social media to effectively connect with clients and communities, promote practice and programming at social service organizations, and advocate for improved social conditions. This course allows students conducting a capstone project in social work to develop and use social documentary skills in

describing an issue, mission or campaign in social work. Students will develop specialized media skills to allow them to present text, photos and/or videos to detail and bring a capstone project to life. The finished project will be shared with participating agency or agencies in the field.

SWKM 6700 - Capstone I

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM5475 and SWKM6400 or completion of all foundation coursework. Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.

Corequisite(s): SWKM6725

Pre/Corequisite(s): SWKM6425 and SWKM6450

Description: This is the first course in a two-sequence Capstone that gives students the opportunity to integrate and apply foundational social work knowledge and skills by proposing and then conducting a meaningful field-based evaluation project. Students are expected to demonstrate the following: integrate foundational concepts and theoretical frameworks, conduct critical analyses and effective utilization of published research, and provide meaningful feedback based on evidence in their field placements aimed to improve practice, policy, and/or programming. During the Capstone I course, students will develop the knowledge and skills to prepare a policy, program, or practice evaluation proposal. At the end of this course, the student will seek and obtain approval for their Capstone project.

SWKM 6705 - Justice, Equity and the Law in Child Welfare

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM 5475 and SWKM 6400, or completion of all foundation coursework.

Description: The course will explore the role of social workers in the field of child protection, child welfare, delinquency, truancy and family law. The course will take a deeper dive into the role of social workers in investigating child abuse and neglect, testifying in various aspects of court cases, and drafting treatment plans and reports for use within the court. This course will focus on the various roles social workers play within the court system with particular specialization in child welfare and delinquency.

SWKM 6710 - Social Work Practice with GLBTQAI+ People

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM 5475 and SWKM 6400 or completion of all foundation coursework.

Description: This course examines social work practice with lesbian, gay, bisexual, transgender, queer, asexual and intersex (LGBTQAI+) people as well as content related to sexual orientation, gender identity, and gender expression. This course is grounded in affirmative practice in examining the inequalities that LGBTQAI+ people experience in arenas such as internalized oppression, discrimination in social relationships, and public policy, and the micro, mezzo, and macro roles that social workers may play in addressing these inequities. Utilizing an intersectional perspective,

this course also examines the experiences of LGBTQAI+ people of color, persons with disabilities, gender identity/expression, class (and other pertinent identities) to address strengths, developmental needs, and social issues pertinent to LGBTQAI+ people.

SWKM 6715 - Human Trafficking

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM 5475 and SWKM 6400 or completion of all foundation coursework.

Description: Human Trafficking is a term becoming more common within the public domain, however, social service agencies globally, nationally, and locally are struggling to truly understand the depth and breadth of the issues as well as how to formulate an effective response. This course will focus on the social work profession's response to human trafficking through exploration of current and effective policies, community programming and services, as well as clinical services to survivors.

SWKM 6720 - Maternal and Infant Mental Health

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM 5475 and SWKM 6400 or completion of all foundation coursework.

Description: This course will provide students with an in-depth understanding of factors correlated with the mental health and development of infants and toddlers. Students will apply psychodynamic, developmental, learning and attachment theories as lens for comprehensive assessment. Maternal mental health and the quality of attunement between the infant and the primary care giver will be studied as influential factors on the developing child. Models of intervention will be explored, as will be the role of advocacy for social change and the prevention of future adverse childhood experiences.

SWKM 6725 - Field Experience III

Credits: 3

Prerequisite(s): A block of 30 foundation credits, SWKM 5475 and SWKM 6400 or completion of all foundation coursework.

Corequisite(s): SWKM 6700

Pre/Corequisite(s): SWKM 6425 and SWKM 6450

Description: This course involves supervised practice experience in a field agency serving diverse, marginalized or oppressed client populations. The course assists in the integration of theory and practice as students develop advanced skills with individuals, families, groups, and larger systems. Students will complete a set number of agency fieldwork hours (a minimum of 250 hours per semester is required by CSWE accreditation standards). Total number of hours will be determined by the Office of Field Education and informed by agency, programmatic, societal, environmental, and/or policy-related factors.

SWKM 6730 - Anti-Racist SWK Practice

Credits: 3

Prerequisite(s): SWKM 5425, SWKM 5600, SWKM 5650

Description: The premise of this course is that to further our

development as a profession, social workers must continuously seek to understand oppression and privilege and develop specific skills and methods to advance our ethics and aims. In this class, students will begin to develop their awareness of how many current social work frameworks perpetuate racist ideology. Students will gain an understanding, related to the importance, of community for underrepresented populations as they take a deep dive into how language and biases inform how we interpret situations. We will examine the effects of historical trauma on our communities of color as we learn the importance of Relational Interactions. We will examine alternative practice frameworks that are better aligned with the goals and ideals of undoing and defying racism. Students will implement and evaluate anti-racist practices and further their understanding of systemic issues that impact clients and their communities.

SWKM 6750 - Capstone II

Credits: 3

Prerequisite(s): SWKM6425, SWKM6450, and SWKM6700
Students must adhere to the Sequential Coursework Policy and Advising Snapshots as outlined on the MSW Program website.

Corequisite(s): SWKM6775

Pre/Corequisite(s): SWKM6475

Description: This is the second of a two-sequence Capstone course that gives students the opportunity to integrate and apply foundational social work knowledge and skills by proposing and then conducting a meaningful field-based evaluation project. Students are expected to integrate foundational concepts and theoretical frameworks, conduct critical analyses and effective utilization of published research, and provide meaningful feedback based on evidence in their field placements aimed to improve practice, policy, and/or programming. Students will implement their approved projects, which will include data collection and analysis and a report of the findings.

SWKM 6775 - Field Experience IV

Credits: 3

Prerequisite(s): SWKM 6425, SWKM 6450, SWKM 6700 and SWKM 6725

Corequisite(s): SWKM 6750

Pre/Corequisite(s): SWKM 6475

Description: This course serves as the final semester of a two semester supervised practice experience sequence in a social agency that serves diverse, marginalized, or oppressed client population. The field seminar assists in the integration of theory and practice as students develop advanced skills with individuals, families, groups, and larger systems. Students will complete a set number of agency fieldwork hours (a minimum of 250 hours per semester is required by CSWE accreditation standards). Total number of hours will be determined by the Office of Field Education and informed by agency, programmatic, societal, environmental, and/or policy-related factors.

Master of Science in Speech-Language Pathology

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.*

SLHS 5120 - Acquired Neurogenic Disorders: Cognitive-Communication and Dysarthrias

Credits: 3

Description: This course provides students with the requisite knowledge to assess and treat adolescent/adult populations with cognitive-communication disorders following neurological injury and commonly co-occurring motor speech disorders. Emphasis is on assessment and rehabilitation principles by studying the nature and management of traumatic brain injury, right hemisphere disorder, and dysarthrias. 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.*

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.*

SLHS 5145 - Advanced Seminar in Autism Spectrum Disorder

Credits: 3

Prerequisite(s): SLHS 5310

Pre/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.*

SLHS 5155 - Language and Speech Disorders: Deaf and Hard of Hearing Population

Credits: 3

Prerequisite(s): SLHS 5310

Pre/Corequisite(s): 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.*

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.*

SLHS 5220 - Acquired Neurogenic Disorders: Aphasias, Apraxias, and Dementias

Credits: 3

Description: This course provides students with the requisite knowledge to assess and treat adult populations with aphasias and their commonly co-occurring motor speech disorders as well as language changes associated with aging. Emphasis is on assessment and intervention techniques by studying the nature and management of aphasias, apraxias, and dementias. 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.*

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.*

SLHS 5240 - Fluency Disorders

Credits: 2

Description: Students examine 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.*

SLHS 5255 - Craniofacial Disorders

Credits: 3

Prerequisite(s): SLHS 5310

Pre/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.*

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.*

SLHS 5320 - Clinical Methods: Assessment

Credits: 3

Pre/Corequisite(s): SLHS 5310

Description: Students will select assessments for a variety of

populations (pediatric through adult with communication disorders/differences as well as feeding and/or swallowing disorders). Students will examine current issues related to clinical assessment in interprofessional teams. 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.*

SLHS 5330 - Cultural and Linguistic Diversity in Communication Disorders

Credits: 3

Prerequisite(s): SLHS 5310

Pre/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.*

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.*

SLHS 5355 - Professional Advocacy

Credits: 3

Prerequisite(s): SLHS 5310

Pre/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.*

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.*

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.*

SLHS 5420 - Communication Modalities for Individuals with Complex Communication Needs

Credits: 1

Description: Students are provided with a foundation in communication modalities including manual, augmentative and alternative communication techniques and assistive technologies. Students consider how to approach clinical practice when working with pediatric and adult clients with complex communication needs.

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

SLHS 5425 - Seminar in Augmentative and Alternative Communication

Credits: 3

Prerequisite(s): SLHS 5310

Pre/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.*

SLHS 5915 - Early Intervention and School-Age Bilingual Service Delivery

Credits: 3

Prerequisite(s): SLHS 5310 AND SLHS 5320

Pre/Corequisite(s): SLHS 5330

Description: This course supports an advanced understanding of language and literacy development in bilingual children with communication disorders, particularly Spanish-English bilinguals in school settings. Students learn how to evaluate and diagnose communication disorders in bilingual children, design culturally- and linguistically-appropriate goals, and adapt existing intervention approaches to consider both bilingualism and language/literacy challenges. Students explore intervention principles and clinical practices when supporting bilingual clients and families in early intervention.

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

SLHS 5935 - Bilingual Service Delivery in Medical/Clinical Practice

Credits: 3

Prerequisite(s): SLHS 5310 AND SLHS 5320

Pre/Corequisite(s): SLHS 5330

Description: This course provides students with an advanced study of assessment and treatment of acquired communication disorders in Spanish and Spanish-English speakers. Topics include the selection and application of culturally-responsive, evidence-based evaluation practices and intervention approaches when working with monolingual and bilingual individuals across the continuum of medical care.

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

SLHS 5945 - Foundations of Bilingualism

Credits: 3

Prerequisite(s): SLHS 5310 AND SLHS 5320

Pre/Corequisite(s): SLHS 5330

Description: Students will examine the nature of bilingualism including early bilingual development, simultaneous or sequential bilingualism, typical and atypical bilingual development, the bilingual brain, and the cognitive impacts and benefits of bilingualism. Students will survey classic and contemporary literature as it pertains to bilingual speakers with and without communication disorders. 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 as well as identifying/determining disability in bilinguals.

Note: *This course is required for our MS SLP concentration in bilingual service provision. It may also be taken as an elective for non-concentration MS SLP students. Student must achieve a B- or better for this course to count towards their degree plan.*

SLHS 6100 - Clinical Practica I

Credits: 2

Prerequisite(s): SLHS 5310

Corequisite(s): SLHS 6101

Pre/Corequisite(s): 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.*

SLHS 6101 - Clinical Seminar I

Credits: 1

Prerequisite(s): SLHS 5310

Corequisite(s): SLHS 6100

Pre/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.*

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.*

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.*

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| Vice President for Diversity and Inclusion | Michael Benitez, Ph.D. |
| Chief Strategy Officer | James Mejía, M.B.A., M.P.P. |
| 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. |
| Interim Executive Director, Office of Equal Opportunity Title IX & ADA Coordinator | Camille Torres, J.D. |
| Executive Director of HSI Initiatives and Inclusion | Manuel Del Real, Ph.D. |
| Director of Athletics | Todd Thurman, M.Ed. |
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| Director of External Affairs | Michael A. Ramsey, M.A. |

Strategy, Marketing and Communications

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| Associate Vice President of Marketing and Brand | Whei Wong, M.P.A. |
| Executive Director of Communications | John Arnold, B.S. |
| Director of Digital Marketing and Content Strategy | Michelle Britt, M.B.A. |
| Director of Media Relations | Tim Carroll, B.S., APR |
| Director of Brand Strategy | Piper Vitale, B.A., B.F.A. |

Strategy

| | |
|---|-----------------------------|
| Chief Strategy Officer | James Mejía, M.B.A., M.P.P. |
| Director of University Strategy | Meredith Jeffers, Ph.D. |
| Director of Data and Analytics | Buffy Ribble, Ph.D. |
| Sr. Director for Strategic Infrastructure & Development | Christopher Bennett, M.B.A. |

Academic Affairs Division

Office of the Provost and Executive Vice President of Academic Affairs

Provost and Executive Vice President of Academic Affairs

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Interim Deputy Provost

Jeffrey Newcomer, Ph.D.

President, Council of Chairs and Directors

Jess Retrum, Ph.D.

President, Faculty Senate

Elizabeth Goodnick, Ph.D.

Budget Director

Neilsun Valenski, M.S.

Curriculum, Academic Effectiveness, and Policy Development

Associate Vice President of Curriculum, Academic Effectiveness, and Policy Development

Shaun T. Schafer, Ph.D.

Director of Academic Program Review

Lou Moss, M.A., PMP

Director of Curriculum and Catalog

Erica Buckland Anderson, M.P.A.

Director of General Studies

Todd Laugen, Ph.D.

Faculty Affairs

Associate Vice President for Faculty Affairs

Catherine Kleier, Ph.D.

Director of Faculty Affairs

Sam Jay, Ph.D.

Graduate Studies

Associate Vice President of Graduate Studies

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Director, Business and Financial Operations

Chip Hagan, B.A.

Innovative and Lifelong Learning

Associate Vice President of Innovative and Lifelong Learning

Terry Bower, M.S.W.

Online Programs

Executive Director of Online Programs

Jae Joo, Ph.D.

Sponsored Research and Programs

Director of the Office of Sponsored Research and Programs

Laneika Musalini, Ph.D.

Undergraduate Studies

Associate Vice President of Undergraduate Studies

Elizabeth Parmelee, Ph.D.

Director of Academic Services

Hediyeh Arasteh, M.A.

| | |
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| Director of Advising Systems | Stephanie Allen, M.A. |
| Director of the Center for Individualized Learning | Kim VanHoosier-Carey, Ph.D. |
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| Executive Director of the Office of International Studies | Akbarali Thobhani, Ph.D. |
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| Director of the Writing Center | Elizabeth Kleinfeld, Ph.D. |

Administration, Finance and Facilities Division

Office of the Vice President for Administration, Finance and Facilities

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|--|----------------------------|
| Vice President for Administration/Chief Operating Officer | Larry Sampler, M.A. |
| Associate Vice President of Administration and Finance | Jim Carpenter, M.P.P. |
| Chief of Staff to the Vice President for Administration | Leone Dick, B.S. |
| CIO/Associate Vice President Information Technology Services | Kevin Taylor, M.B.A. |
| Director of Accounting Services, Controller | Liza Larsen, M.B.A, C.P.A. |
| Director of Budget/Deputy Chief Financial Officer | Andrew Rauch |
| Bursar | Mike McCabe |
| Director of Human Resources | Stacy Dvergsdal, B.A. |
| Deputy CIO | 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 | Joseph Schalk, M.P.A. |
| President, Staff Senate | Ruby Matheny, B.A. |

Student Affairs Division

Office of the Vice President for Student Affairs

| | |
|---|----------------------|
| Vice President for Student Affairs | Will Simpkins, Ed.D. |
| Chief of Staff to the Vice President of Student Affairs | Emily Willan, B.S. |

Classroom to Career Hub

Associate Vice President of Classroom to Career Initiatives

Adrienne Martinez, M.S.W.

Director for Faculty Engagement & Experiential Learning

Alyssa Marks, M.S.W.

Director of Career Engagement

Bridgette Coble, Ph.D.

Executive Director of Industry Partnerships

Maluwa Behringer, B.S.

Assistant Vice President of Student Success

Nahum Kisner, M.S.

Director of Scholar Support and Retention

Lauren Koppel, M.A.

Director of College Completion and Student Success Initiatives

Matthew Kring, M.A.

Enrollment Management

Chief Enrollment Officer

Long Huynh, D.B.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

Nick Grissom, B.A.

Executive Director of Financial Aid and Scholarships

Kerline Eglaus, Ed.D

Director of Financial Aid Operations

Yared Belete, M.S.T.

Director of Financial Aid Systems

Michael Nguyen, B.S.

Director of Financial Aid Compliance

Jennifer Helgeson, B.A.

Executive Director of Orientation, Transition, Reengagement

Megan Scherzberg, Ph.D.

Director, Orientation, Transition, and Retention

John Babcock, M.Ed.

Director, Transfer and Adult Student Services

Tiffani Baldwin, Ph.D.

Director of Undergraduate Admissions

Vacant

Registrar

Connie Sanders, B.S.

Director of Testing Services

Russell Reynolds, B.A.

Director of the Center for Urban Education and TRIO High School Upward Bound

Vacant

Student Engagement and Wellness

Associate Vice President for Student Engagement and Wellness/Dean of Students

Taylor Tackett, M.H.

Assistant Vice President for Equity and Student Engagement

Cynthia Baron, M.S.W., Ed.D.

Associate Dean of Students/Director of TRIO Student Support Services

Loretta Wahl, M.S.S.

| | |
|--|--------------------------------|
| Director, Student Care Center | Sonia Falcon, M.S.W. |
| Associate Dean of Student Accountability and Care | Vacant |
| Director of Campus Recreation | Diane Yee, M.S. |
| Director of the College Assistance Migrant Program | Diana Delacruz-Aparicio, M.Ed. |
| Assistant Dean/Director of the Center for Multicultural Excellence and Inclusion | Vacant |
| Executive Director of the Counseling Center | Randal Boldt, Psy.D. |
| Executive Director of the Health Center at Auraria | Jeffrey Uszacki, B.S. |
| Director of Immigrant Support Services | Gregor Mieder, M.A. |
| Director of the LGBTQ Student Resource Center | Tyrell Allen, M.A. |
| Director of Veteran and Military Student Services | Joe Foster, Ph.D. |

University Advancement Division

Office of the Vice President for University Advancement

| | |
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| Vice President of University Advancement and Executive Director of the MSU Denver Foundation | Christine Márquez-Hudson, M.N.M. |
| Chief Financial and Operating Officer of University Advancement and the MSU Denver Foundation | Earl D. Caleb |
| Assistant Vice President of Strategic Engagement | Jamie Hurst, J.D. |
| Associate Vice President for University Advancement | Shelley Thompson, M.A. |
| Executive Director of Corporate and Foundation Relations | Zacary Tardiff, M.B.A. |
| Senior Director of Alumni Engagement and Executive Director of the Alumni Association | Brandi Rideout, M.Ed. |
| Executive Director of Advancement Communications and Giving | Breanne Milnes, M.S.Ed. |
| Senior Director of Development | Gwen Thompson, M.A. |
| Director of Donor Relations | Traci McBee Rowe M.N.M. |
| Senior Director of the Office of University Events | Jessica Fernandez, B.A. |
| Director of Donor Relations | Selene Figueroa, B.A. |
| Director of Advancement Services | Michelle Downer, M.L.I.S. |
| Senior Director of Prospect Management and Analytics | Caitlin Hoppel, B.B.A. |
| Director of Development, Foundation Relations | Amanda Malachowski, M.A.M. |

Director of Marketing and Communications

Andrew Schlichting, M.Ed.

Director of Development, Corporate Relations

Ally Veneris, M.S.

Associate Controller

Anthony Sisneros, B.A.

Senior Director of Major Gifts

Genevieve Laca, M.A., M.P.A.

Academic Administrators

Graduate Program Directors/Coordinators

Master of Business Administration

Ethan Waples, 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

Patrick Griswold, M.S.N., M.Ed.

Master of Science in Cybersecurity

LiYing Li, Ph.D.

Master of Science in Human Nutrition and Dietetics

Prabhdeep Sandha, Ph.D.

Master of Social Work

Tanya Greathouse, Ph.D., LCSW

Master of Science in Speech-Language Pathology

Jessica Rossi-Katz, Ph.D.

School of Education Graduate Programs

Brittany Lane, Ph.D.

College of Business

Dean

Ann B. Murphy, Ph.D.

Associate Dean

Ethan P. Waples, Ph.D.

Chair, Accounting

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

College of Letters, Arts and Sciences

Dean

John Masserini, D.M.A.

Associate Dean

Ting Jiang, Ph.D.

College of Health and Human Sciences

Inaugural Dean

Hope Szypulski, DNP

Associate Dean

Joanne Bailey, Ph.D.

Associate Dean

Rachel Sinley, Ph.D.

Assistant Dean for Enrollment and Operations

Amy Middleton, M.S.

Grant Director

Dawn Matera Bassett, Ph.D.

Marketing and Communication Strategist/Senior Copywriter

Cory Phare, M.A.

Chair, Criminal Justice and Criminology

Andrea Borrego, Ph.D.

Chair, Human Services and Counseling

Tricia Hudson-Matthew, Ph.D.

Chair, Nutrition

Vacant

Chair, Social Work

Jessica Retrum, Ph.D.

Chair, Speech, Language, Hearing Sciences

Jessica Rossi-Katz, Ph.D.

School of Education

Dean

Elizabeth Hinde, Ph.D.

Associate Dean

Chandra Diaz, Ph.D.

Assistant Dean, Office of Clinical Experiences and Partnerships

Brian Bohanan, Ed.D.

Chair, Elementary Education and Literacy

Corey Sell, Ph.D.

Chair, Secondary, K-12, and Educational Technology

Roland Schendel, Ph.D.

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

Kathy Whitmore, Ph.D.

Director, Graduate Programs

Brittany Lane, Ph.D.

Director, Office of Clinical Experiences and Partnerships

Brian Bohanan, Ed.D.

Director, Office of Education Solutions

Andy Thyrring, Ed.D.

Director, Alternative Licensure Program

Stephanie Cavallaro

Director, Call Me MiSTER Program

Rashad Anderson, Ph.D.

Faculty

- [Master of Business Administration Faculty](#)
- [Master of Science in Clinical Behavioral Health, Emphasis in Addictions Counseling Faculty](#)
- [Master of Education in Curriculum and Instruction Faculty](#)
- [Master of Science in Cybersecurity Faculty](#)
- [Master of Health Administration Faculty](#)
- [Master of Science in Nutrition and Dietetics Faculty](#)
- [Master of Professional Accountancy Faculty](#)
- [Master of Social Work Faculty](#)

- [Master of Science in Speech-Language Pathology Faculty](#)
- [Master of Arts in Teaching Faculty](#)

Faculty members who are expected to teach or mentor graduate students are required to hold a Graduate Faculty Appointment. Graduate Faculty Appointments are submitted to MSU Denver Graduate Studies by the Graduate Program Director in whose program the faculty member will serve as instructor.

Master of Business Administration Faculty

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

Dr. Yunkyang Cho, Assistant Professor of Management
B.Sc., M.Sc., Seoul National University, South Korea; M.B.A.,
University of Guelph-Canada; Ph.D., University of Western Ontario-
Canada

Dr. Alex Fayman, Associate Professor- Finance
B.A., Knox College; M.S., Ph.D., Southern Illinois University

Dr. Julian Friedland, Assistant Professor-Marketing
B.A., University of Colorado-Boulder; M.A., San Francisco State
University; Ph.D., University of Paris 1-Panthéon Sorbonne

Dr. Glen Furton, Assistant Professor-Economics
B.S., University of Colorado-Colorado Springs; M.S., Texas Tech
University; Ph.D., Texas Tech University

Dr. Joseph Hasley, Professor-Computer Information Systems and
Business Analytics
B.A., M.A., University of Iowa; Ph.D., University of Colorado-
Denver

Dr. Viktor Kiss, Assistant Professor of CIS & BA
B.A., M.A., Middlesex University of London; Ph.D., University of
Pecs-Hungary

Dr. Edgar Maldonado, Professor-Computer Information Systems
and Business Analytics
B.S., Simon Bolivar University-Venezuela; Ph.D., Penn State
University

Dr. Alexandre Padilla, Chair and Professor of Economics
BS, Université de Droit, d'Economie, et des Sciences d'Aix-Marseille
III; MA., Université de Droit, d'Economie, et des Sciences d'Aix-
Marseille III; PhD, Université de Droit, d'Economie, et des Sciences
d'Aix-Marseille III

Dr. Letitia Pleis, Professor-Accounting
B.B.A., M.B.A., University of Central Arkansas; Ph.D., University of
Northern Texas; C.P.S.; C.M.A.; C.F.M.

Dr. Salina Siddique, Associate Professor-Accounting
M.P.A.C.C., University College Central Queensland; Ph.D., Victoria
University-Melbourne, Australia

Dr. Johannes Hendrik Snyman, Professor of Management
BA, Harding University; MA, Radford University; MBA, New
Mexico State University; PhD, New Mexico State University

Dr. Annie Butler, Professor of Human Services and Counseling
BS, Psychology, Colorado State University; MA Counseling
Psychology, Counselor Education, University of Colorado at Denver;
MP, Human and Social Services, Walden University; PhD, Human
and Social Services, Walden University

Ms. Claire Critchlow, Faculty in Human Services and Counseling
BA Psychology University of Missouri: Kansas City; MA Mental
Health Counseling: Southeast Missouri State University; EdS
Counselor Education and Supervision: Southeast Missouri State
University; BA Psychology University of Missouri: Kansas City; BA
Psychology University of Missouri: Kansas City; PhD student,
Counselor Education and Supervision, University of Northern
Colorado

Mr. Patrick Griswold, Associate Professor of Human Services and
Counseling
AB, Psychology, Hamilton College; MEd, Counseling Psychology,
University of Massachusetts; MSN, Nursing Education, University of
Massachusetts-Graduate School of Nursing; Clinical Fellow,
Addictions Studies, Harvard Medical School, Center for Addictions
Studies

Mr. Jason Rose, Assistant Professor of Human Services and
Counseling
BA, Music Theory & Composition, Whitman College; MA, Clinical
Mental Health Counseling, Argosy University; PhD Candidate,
Counselor Education and Supervision, University of Northern
Colorado

Dr. Tricia Hudson Matthew, Associate Professor of Human
Services and Counseling
BS, Human Services, Metropolitan State University of Denver; MA,
Community Counseling, University of Northern Colorado; EdD,
Counselor Education and Supervision, Argosy, University of Denver

Dr. Shawn Worthy, Professor of Human Services and Counseling
BA, Mass Communication, University of Illinois; MA, Clinical
Psychology, Northern Illinois University; PhD, Clinical
Psychology, Northern Illinois University

Master of Education in Curriculum and Instruction Faculty

Dr. Rosemarie Allen, *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*

Master of Science in Clinical Behavioral Health, Emphasis in Addictions Counseling Faculty

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. 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. Steven Beaty, Chair and Professor of Computer Sciences
B.S., M.S., Ph.D., Colorado State University

Dr. Meg Bertoni, Affiliate Faculty, Criminal Justice and Criminology
B.F.A., Emerson College; M.T.S., Harvard University; Ph.D., University of Denver

Dr. Andrea Borrego, Chair and Professor of Criminal Justice and Criminology
B.A., University of Notre Dame; M.S., Ph.D., Arizona State University

Dr. Janos Fustos, Professor of Computer Information Systems and Business Analytics
B.S., M.S., Ph.D., University of Veszprem-Hungary

Dr. William Gaines, Affiliate Faculty, Criminal Justice and Criminology
B.S., M.S., Florida State University; M.S., Florida International University; Ph.D., Nova Southeastern University

Dr. Henry Jackson, Jr., Professor of Criminal Justice and Criminology
B.S., Wichita State University; M.P.A., University of Kansas; Ph.D., Kansas State University

Shane Jackson, Lecturer, Computer Information Systems and Business Analytics
M.S., University of Denver

Dr. Di Jia, Associate Professor of Criminal Justice and Criminology
B.S., Hebei University of Economics and Business; M.A., Chinese

People's Public Security University; Ph.D., Sam Houston State University

Dr. Feng Jiang, Associate Professor of Computer Sciences
B.S., Minzu University of China-Beijing; M.S., Chinese Academy of Science-Beijing, China; Ph.D., Purdue University

Darron Johnson, Affiliate Faculty, Computer Sciences
B.S., Trident University; M.S., University of Charleston

Dr. LiYing Li, Professor of Criminal Justice and Criminology
B.A., Capital Normal University; M.S., University of California; Ph.D., University of Utah

Dr. Mohamed Meky, Affiliate Faculty, Computer Sciences
B.S., M.S., Alexandria University, Egypt; Ph.D., Graduate Center of City University of New York

Dr. Abel Moreno, Chair and Professor of Computer Information Systems and Business Analytics
B.S., Instituto Tecnológico y de Estudios Superiores de Monterrey; M.S., Ph.D., North Dakota State University

Dr. Denise Mowder, Professor of Criminal Justice and Criminology
B.A., University of Colorado-Denver; J.D., Willamette University College of Law; M.A., Ph.D., Washington State University

Maranda Mulder, Affiliate Faculty, Computer Sciences
B.S., Metropolitan State University of Denver; M.S., University of Colorado-Denver

Dr. Daniel Pittman, Professor of Computer Sciences
B.S., University of West Florida; M.S., University of Denver; Ph.D., University of Denver

Dr. Rebecca Trammell, Professor of Criminal Justice and Criminology
B.A., San Diego State University; M.A., Ph.D. University of California, Irvine

Dr. Weiyang Zhu, Professor of Computer Sciences
B.S., Xi'an Jiaotong University; M.S., Huazhong University of Science and Technology; Ph.D., Old Dominion University

Master of Health Administration Faculty

Mr. Garrett Chism, Health Professions
BS, Health Care Management, Metropolitan State University of Denver; MBA, Health Care Management, Regis University

Dr. Amy Dore, Professor of Health Care Management and Master of Health Administration
BS, Health Care Management, Metropolitan State University of Denver; MHS, Health Systems, University of Denver; DHA, Health Administration, Central Michigan University

Dr. Any Draper, Adjunct Faculty
B.S., Economics and Art History, University of Kansas; M.H.A.,

University of Kansas Medical Center; Ph.D., Health Administration,
University of Texas Health Science Center at Houston

Ms. Melinda Gisbert, Adjunct Faculty, Health Care Management
and Master of Health Administration
B.S., Health Care Management, Metropolitan State University of
Denver; M.S., Strategic Leadership in Health Care, University of
Denver.

Mr. Michael Lin, Adjunct Faculty, Health Care Management and
Master of Health Administration
MSPH in Health Policy and Management, University of North
Carolina; Ph.D. Health Services and Policy Analysis, University of
California, Berkeley.

Mr. Jim Lord, Adjunct Faculty, Health Care Management and
Master of Health Administration
B.S. Finance, St. Louis University; MHA/MBA, St. Louis University

Mr. Ezekiel Peters, Lecturer, Health Care Management, Public
Health, Master of Health Administration
B.A., JD, University of Colorado.

Dr. Dea Robinson, Lecturer, Health Care Management and Master
of Health Administration
M.A., Organizational Communication, University of Colorado-
Denver; Ph.D., Colorado State University

Ms. Yvonne Rockwood, Adjunct faculty, Health Care Management
and Master of Health Administration
MBA, Chapman University.

Dr. Erin Seedorf, Assistant Professor of Health Care Management
and Master of Health Administration
BS, Psychobiology, Hastings College, MPH, Health Behavior Health
Education, Michigan Public Health, DrPH, Doctor of Public Health,
Colorado School of Public Health, CU Anschutz Medical Campus

Dr. Garvita Thareja, Associate Professor of Health Professions
Ph.D., Middle Tennessee State University; M.S., Middle Tennessee
State University; M.B.A., Sharda University; B.S., Delhi University

Dr. Xiaohui You, Assistant Professor of Health Professions
B.A., Shandong University; B.A., University of North Carolina; M.S.
University of North Carolina; M.A., University of Memphis; Ph.D.,
University of Memphis

Dr. Kevin Zeiler, Professor of Health Care Management and Master
of Health Administration
BS, Health Care Management, Metropolitan State University of
Denver; MBA, Health Care Management, Regis University; JD, Law,
University of Denver, Sturm College of Law

Dr. Micah Battson, Associate 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; International Board Certified Lactation
Consultant

Lucía Briceño, Lecturer of Nutrition
B.S., R.D.N., Universidad Central de Venezuela; M.S., San Jose
State University; Certified Specialist in Pediatrics; Certified Nutrition
Support Clinician

Dr. Ann Diker, Professor of Nutrition
B.A., Briar Cliff College; R.D.N., University of California; M.S.,
Ph.D., Colorado State University

Dr. Diana DiMarco, Lecturer
B.S. Western Washington University; M.S. and Ph.D. University of
Connecticut; R.D.N. Iowa State University

Dr. Jerald Foote, Associate Professor of Nutrition
B.A., University of Northern Colorado; M.S., Ph.D., Texas Tech
University

Dr. Cynthia Heiss, Professor of Nutrition
B.S., Texas Christian University; M.S., Colorado State University;
Ph.D., Texas Woman's University

Anne Hovinen, Lecturer of Nutrition
B.S., Colorado School of Mines; M.S., R.D.N., Colorado State
University

Jesse Lunsford, Assistant Professor of Nutrition
B.A., Colorado State University; B.S., Metropolitan State University
of Denver; R.D.N., Iowa State University; M.S., North Dakota State
University

Dr. Melissa Masters, Professor of Nutrition
B.S., M.S., Ph.D., University of Nebraska-Lincoln; R.D.N.,
University of Utah

Dr. Erin Murray, Associate Professor of Nutrition
B.S., Colorado State University; R.D.N., Washington University;
M.S.P.H., University of Colorado School of Medicine; Ph.D.,
Colorado State University

Dr. Prabhdeep Sandha, Associate Professor of Nutrition
B.S., Punjab Agricultural University; R.D.N., Ohio State University;
Ph.D., The University of Mississippi

Dr. Rachel Sinley, Professor of Nutrition
B.S., Ph.D., University of Nebraska-Lincoln; M.P.H., R.D.N.,
University of Minnesota-Minneapolis

Philip Skaff, Senior Lecturer of Nutrition
B.S., Metropolitan State University of Denver; M.S., Colorado State
University; R.D.N., Department of Education, Florida

Master of Science in Nutrition and Dietetics Faculty

Master of Professional Accountancy Faculty

Ms. Sheri Betzer, Senior Lecturer of Accounting
B.S., Colorado Mesa State University; CPA, CFE

Ms. Amy Cardillo, Senior Lecturer of Accounting
B.S. Business Administration, Colorado State University; M.S.
University of Colorado Denver; MPAcc, Metropolitan State
University of Denver; CPA

Dr. Gregory T. Clifton, Chair and Associate Professor of
Accounting
B.B.A., Georgia Southern University; J.D., Thomas M. Cooley Law
School; LL.M., University of Denver

Ms. Amanda "Jo" Erven, Director of Internal Audit Education and
Lecturer of Accounting
B.B.A., M.A., University of Georgia; CPA, CFE, CIA

Dr. Andrew Holt, Professor of Accounting
M.Sc., Ph.D., University of London

Ms. Kristina Kesselring, Assistant Professor of Accounting
BBA, Business Administration, Accounting, Colorado State
University - Pueblo; MS, Professional Accountancy, Taxation, MSU
Denver; CPA

Dr. Bill Mesa, Associate Professor, Accounting
B.S., M.S. New Mexico State University; D.M. Colorado Technical
University; CPA, CGMA

Dr. Minga Negash, Professor of Accounting
B.A., Addis Ababa University; M.B.A., Catholic University of
Leuven; Doctor of Economic Science, Vrije Universiteit Brussels

Dr. Letitia Meier Pleis, Professor of Accounting
B.A., M.A., University of Central Arkansas; Ph.D., University of
North Texas; CPA, CMA, CFM

Dr. Richard L. Russell, Associate Professor of Accounting
B.B.A., M.P.A., Jackson State University College of Business; J.D.,
University of Iowa College; CPA

Dr. Salina Siddique, Associate Professor of Accounting
M.P.A.C.C., University College Central Queensland; M.S., Ph.D.,
Victoria University-Melbourne, Australia

Master of Social Work Faculty

Dr. Kristen Atkinson, Assistant Professor of Social Work
B.A., Eastern Michigan University; M.S.W., San Francisco State
University; Ph.D., University of Illinois at Chicago

Dr. Amanda Baranski
B.S., Central Michigan University; M.S.W., University of Michigan;
DSW, Rutgers University

Dr. Erin Boyce, Lecturer in Social Work
B.S., M.S.W., University of Missouri-Kansas City; Ph.D., University
of Denver

Ms. Bianca Brandon, Lecturer in Social Work
B.S.W., Metropolitan State University of Denver; M.S.W. Colorado
State University-Fort Collins

Dr. Julie Clockston, Assistant Professor of Social Work
B.S. and MSW, Metropolitan State University of Denver; DSW,
Capella University

Dr. Perri Corvino, Lecturer in Social Work
B.A., SUNY Potsdam; M.S.W., M.A., Loyola University Chicago,
Ph.D. Smith College

Ms. Devon Cozens, Lecturer in Social Work
B.A., University of Colorado Boulder; MSW, Metropolitan State
University of Denver

Esq. Lori Darnel, Assistant Professor of Social Work
B.A., University of Michigan; J.D., M.S.W, University of Denver

Dr. Shawna Farrell, Lecturer in Social Work
B.A., Humboldt State University; M.S.W, Colorado State
University; Ph.D., University of Denver

Dr. Tanya Greathouse, MSW Program Director and Associate
Professor of Social Work
B.A., University of Colorado-Boulder; M.S.W., University of
Denver; Ph.D., Smith College

Dr. Christian Marcel Itin, Professor of Social Work
B.S., Cornell University; M.S.W., Ph.D., University of Denver

Ms. Laura Montero, Lecturer in Social Work
B.S., Arizona State University; M.S.W., University of Michigan

Mr. Brad Palmertree, Lecturer in Social Work
B.S., Lambuth University; M.S.W., University of Michigan

Dr. Jessica Retrum, Chair and Professor of Social Work
B.S., Illinois State University; M.S.S.W., University of Wisconsin-
Madison; Ph.D., University of Denver

Dr. Eileen Starr, Associate Professor of Social Work
B.A., Marywood Catholic University; M.S.W., Ph.D., Widener
University

Dr. Ann Sullivan, Clinical Field Faculty
B.S., Santa Clara University; M.S.W. and PhD., Colorado State
University

Dr. Adrianna Taylor, Assistant Professor of Social Work
B.S., North Carolina State University; M.S.W. North Carolina State
University, DSW, Simmons University

Dr. Kathryn A. Trujillo, Associate Professor of Social Work
B.A., University of Colorado-Boulder; M.S.W., Ph.D., University of
Denver

Master of Science in Speech-Language Pathology Faculty

Ms. Sarah Beckman, Clinical Educator

B.S., Central Michigan University; M.A., Eastern Michigan University

Dr. Lesley Edwards-Gaither, Assistant Professor of Speech, Language, Hearing Sciences

B.S., Howard University; M.S., Miami University, Ph.D., Howard University

Dr. Kathryn Hardin, Associate Professor of Speech, Language, Hearing Sciences

B.A., St. Olaf College; M.A., University of Colorado at Boulder; Ph.D., University of Colorado School of Medicine

Ms. Ilana Oliff, Director of Clinical Education

B.A., American University; M.A., George Washington University

Dr. Jessica Rossi-Katz, Department Chair, Graduate Program Director and Professor of Speech, Language, Hearing Sciences

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

Dr. Marcia Walsh-Aziz, Associate 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. Lisa Altemueller, Associate Dean and Professor of Special Education Early Childhood, & Culturally & Linguistically Diverse Education

B.A., University of North Carolina; M.A., Appalachian State University; Ed.D., University of Northern Colorado

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

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

Dr. Courtney Berry, Alternative Licensure Program Faculty

B.A., University of Texas, Austin; M.A., Metropolitan State University of Denver, Ed.D., University of Northern Colorado

Ms. Jeanne Bonds, Alternative Licensure Program Faculty

B.S., Colorado State University; M.Ed., Grand Canyon University; EdS, Arkansas State University.

Dr. Pamela (Charlie) Buckley, 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. Rebecca Canges, Associate Professor of Special Education, Early Childhood, & Culturally & Linguistically Diverse Education
B.A., M.A., California State University, Long Beach; Ed.D., University of Southern California

Dr. Ingrid Carter, 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. Lina Martin Corredor, Assistant Professor, Culturally and Linguistically Diverse Education

B.A. Universidad Pedagógica Nacional; M.A., Carthage College, Ph.D., The University of Texas at San Antonio

Dr. Krista Griffin, Associate Professor of Elementary Education & Literacy

B.A., M.A., Ed.D., University of Northern Colorado

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

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

Dr. Tina Herring, Professor of 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. Deborah Horan, Professor of Elementary Education & Literacy
B.A., M.A., University of Colorado at Denver; Ph.D., Boston College

Dr. Roland Schendel, Professor of Elementary Education & Literacy
B.A., University of Puget Sound; M.A., Ph.D., University of Northern Colorado

Dr. Corey Sell Chair and Professor of Elementary Education & Literacy

B.A., University of Mary Washington; M.Ed., University of Virginia; Ph.D., George Mason University

Dr. Michele Trujillo, Associate Professor of Special Education, Early Childhood, & Culturally & Linguistically Diverse Education

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

Dr. Peter Vigil, Professor of Special Education, Early Childhood, & Culturally & Linguistically Diverse Education

B.A., Metropolitan State College of Denver; M.A., Ph.D., University of Colorado

Dr. Jessica Voorhis, Category II Faculty, Department of Elementary Education & Literacy

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

Dr. Kathryn Whitmore, Chair and Professor of Special Education, Early Childhood Education, and Culturally & Linguistically Diverse Education

B.S., M.A., University of New Mexico; Ph.D., University of Arizona

Dr. Hsin-Te Yeh, Chair and Professor of Secondary Education, K-12 Education, and Educational Technology

B.Ed., National Tainan Teachers College, Tainan, Taiwan; M.A.,
Ph.D., University of Northern Colorado