



Metropolitan State University of Denver

2026-2027 Graduate Catalog

Metropolitan State University of Denver

Auraria Parkway at Speer Boulevard

<https://www.msudenver.edu/>

MSU Denver 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 2026-2027 Metropolitan State University of Denver Graduate Catalog is considered the source for academic and programmatic requirements for students entering programs during the Fall 2026, Spring 2027, and Summer 2027 semesters. Prospective students are also encouraged to contact the Graduate Director of 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; (c) change the academic calendar; (d) change admission and registration requirements; (e) change the regulations and requirements governing instruction in, and graduation from, the university; and (f) 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 In particular, when an instructional program is to be withdrawn, the university will make every reasonable effort to ensure that students are able to complete the graduation requirements.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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Inquiries concerning allegations of discrimination based on any of the above factors may be referred to the Equal Opportunity office:

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

Seal of Excelencia

- Excelencia in Education, a research organization focused on the higher education of Latino students, certified MSU Denver as of September 2023 with the Seal of Excelencia for the University's long record of serving this growing group of undergrads.
- MSU Denver is one of just nine universities or colleges nationwide to become newly certified with the seal in 2023. It is the only institution of higher learning in Colorado to earn the seal, which is valid for three years (before institutions must apply for recertification).

Additional recent awards:

- 2025 John W. Nason Award for Board Leadership, Association of Governing Boards of Universities and Colleges
- Colorado Association of Black Journalists: 2024 Top Large University
- 2024 SUCCESS Institutional Leadership Award: The Presidents' Alliance, TheDream.US, Immigrants Rising
- 2024 Leaders in Diversity: Denver Business Journal
- 2024 Outstanding Woman in Business - Janine Davidson: Denver Business Journal
- Dan L. King Award for Outstanding College/University Trustee Leadership - Russell Noles: American Association of University Administrators
- Justice, Equity, Diversity and Inclusion Impact Practice Award - Michael Benitez: Colorado Coalition for the Educational Advancement of Latinos
- 2024 Bernie Valdez Award: Colorado Latino Leadership Advocacy & Research Organization
- Higher Education Excellence in Diversity Award (2021 marked the 11th consecutive year receiving this honor)
- 2024 Alianza Award, Colorado Latino Leadership Advocacy & Research Organization
- Aerobatics National Champions: MSU Denver is the reigning national champion in collegiate aerobatics! Our student aviators repeated as national champs, and under the direction of aerobic team coach and instructor, Dagmar Kress, our student aviators have won four championships in just six years of competing.
- Leading Fulbright-producing Institution: MSU Denver was also recognized as a top producer of Fulbright Scholars in 22-23, and we were one of just six master's-level institutions in the country to have three or more scholars this year - a demonstration of our commitment to faculty excellence.

2026-2027 Academic Calendar

- [Fall 2026 Semester](#)
- [Spring 2027 Semester](#)
- [Summer 2027 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 the Student Hub to review drop and withdrawal deadlines for individual courses.

Fall 2026 Semester

Priority Registration Begins	Monday, March 30, 2026
Tuition Payment Deadline	Friday, August 14, 2026
Classes Begin (Full-Semester Classes)	Monday, August 17, 2026
Last Day to Self-Register for Full-Semester Classes	Monday, August 24, 2026
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 24, 2026
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 the Student Hub.	Wednesday, September 2, 2026
Labor Day (Campus Closed)	Monday, September 7, 2026
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 the Student Hub.	Friday, November 20, 2026
Fall Break (Campus Open, No Classes)	Monday, November 23 - Wednesday, November 25, 2026
Thanksgiving Holiday (Campus Closed)	Thursday, November 26, 2026
Thanksgiving Holiday (MSU Denver Closed)	Friday, November 27, 2026
Classes End (Full-Semester Classes)	Sunday, December 6, 2026
Final Exam Week	Monday, December 7 - Sunday, December 13, 2026
Commencement	Friday, December 11, 2026
Grades Available Online at the Student Hub	Friday, December 18, 2026
Winter Break (Campus Closed)	Friday, December 25, 2026 - Friday, January 1, 2027

Spring 2027 Semester

Priority Registration Begins	Monday, October 26, 2026
Winterim Period	Monday, January 4 - Sunday January 17, 2027
Tuition Payment Deadline	Friday, January 15, 2027
Martin Luther King Jr. Day (MSU Denver Closed)	Monday, January 18, 2027
Classes Begin (Full-Semester Classes)	Tuesday, January 19, 2027
Last Day to Self-Register for Full-Semester Classes	Monday, January 25, 2027
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 the Student Hub.	Monday, January 25, 2027
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 the Student Hub.	Thursday, February 4, 2027
Spring Break (Campus Open, No Classes)	Monday, March 22 - Sunday, March 28, 2027
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 the Student Hub.	Friday, April 23, 2027
Classes End (Full-Semester Classes)	Sunday, May 9, 2027
Final Exam Week	Monday, May 10 - Sunday, May 16, 2027
Commencement	Friday, May 14, 2027
Grades Available Online at the Student Hub	Friday, May 21, 2027

Summer 2027 Semester

Priority Registration Begins	Monday, February 22, 2027
Memorial Day (Campus Closed)	Monday, May 31, 2027
Maymester Period	Tuesday, June 1 - Saturday June 13, 2027
Tuition Payment Deadline	Friday, June 11, 2027
Classes Begin (Full-Semester, 8-week classes only)	Monday, June 14, 2027
Last Day to Self-Register for Full-Semester Classes	Friday, June 18, 2027

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 the Student Hub.	Friday, June 18, 2027
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 the Student Hub.	Tuesday, June 22, 2027
Juneteenth Holiday Observed (Campus Closed)	Friday, June 18, 2027
Independence Day Holiday Observed (Campus Closed)	Monday, July 5, 2027
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 the Student Hub.	Monday, August 2, 2027
Classes End (Full-Semester, 8-week classes only)	Sunday, August 8, 2027
Grades Available Online at the Student Hub (Full- semester, 8-week Classes Only)	Friday, August 13, 2027

Academic Policies and Procedures

- [Course Credit](#)
- [Course Load](#)
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- [Time Limit on Completion of Degree](#)
- [Voluntary Withdrawal from and Readmission to Graduate Programs](#)

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 2,700 minutes for each hour of credit.

Course Load

Graduate Students (including students in combined undergraduate-graduate [CUG] degree programs) 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

Undergraduate programs may choose to allow or not allow credits earned in a graduate program to count toward an undergraduate degree. Approval must be granted by the graduate program for credits to count toward both undergraduate and graduate

degrees. A maximum of 32% of credits applied toward a master's degree may be counted toward the completion of both the graduate and undergraduate programs.

Combined Undergraduate/Graduate (CUG) Programs

Combined undergraduate and graduate (CUG) degree programs, often referred to as 3+2 or 4+1, can provide substantial time and financial advantages to some undergraduate students. With the permission of the program directors of the undergraduate major and the graduate program, the student enrolls in the selected CUG program. The undergraduate student registers for specified graduate courses, on which the undergraduate major program and the graduate program agreed in the CUG program proposal. This agreement is important to document that the graduate courses will count towards the undergraduate degree requirements; only after documentation will the student be able to obtain undergraduate financial aid also for these graduate courses. Approved graduate courses will be counted twice, both toward the undergraduate degree and the graduate degree. Some discipline-specific accreditation requirements do not allow the substitution of graduate credits for a specified number of undergraduate credits; see program-specific information for details, if restrictions apply.

Combined Graduate/Undergraduate Program Policies:

- A maximum of 32% percent of credits applied toward a master's degree may count toward the completion of both the graduate and undergraduate programs.
- The required credits for graduation in a MSU Denver Graduate Program vary between 30 and 69 credits, and the minimum required credits for graduation are often set by the discipline specific accreditation agency.
- It is the prerogative of the undergraduate and graduate program to decide if any or no graduate courses can be double counted for both program levels.
- Graduate programs decide on the pre-requirements that the undergraduate student will have to fulfill to become eligible for enrollment in the graduate courses of a CUG program.
- Students who are declared in a CUG program and whose status has been switched from undergraduate to graduate student but who still need to enroll in undergraduate courses will be allowed to have priority registration according to their undergraduate credit qualifications.
- The Department of Education requires that a student have completed at least 72 credit hours before starting a graduate program. To assure an undergraduate student's success in a CUG program, it is suggested that the undergraduate student holds a minimum undergraduate GPA of at least 3.0 at the time of admission to the CUG program. Graduate programs may also require a higher undergraduate GPA for such students.

Financial Aid Policies and Considerations for CUG Programs:

- To remain eligible for undergraduate Financial Aid, students enrolled in a CUG program should be enrolled for at least six (6) undergraduate credits that count towards the student's undergraduate degree.
- A student may receive undergraduate financial aid for graduate level courses that will count towards the undergraduate degree. If an undergraduate student has a combination of graduate and undergraduate courses, a student will only be eligible for financial aid for the courses that count towards the undergraduate degree requirements.
- Once CUG students have earned the maximally allowed graduate credits while being registered as undergraduate students, the graduate program will notify MSU Denver Graduate Studies that the student's account in the Student Information System should be switched from undergraduate to graduate student status.
- Once the student account has been switched to graduate, the student will not be eligible for undergraduate financial aid, which includes most grants. A graduate student typically only qualifies for graduate-level student loans.
- For some disciplines, especially those that require practica/internships outside the university, it is important that the BS/BA is awarded on the way to the master's degree, while other programs might prefer to award the bachelor's and master's degree at the same time.
- For CUG students who are enrolled in a CUG program that awards the BS/BA degree at the same time as the Master's degree is awarded, the student status in the Student Information System will, just as for all CUG students, be changed from undergraduate to graduate once the maximal number of double-counted credits have been earned.

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 program 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 all program-related course work counts toward the program 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 program 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 all program-related course work will count toward the program 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

Students 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 MPAcc 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 program 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 program GPA of 3.0 in any academic term. Any student falling below a program 3.0 in any given term will be placed on academic probation and be required to develop a plan for raising the program GPA above 3.0. Students who fail to raise their program GPA over 3.0 after 15 units will be dismissed from the program. No grade lower than a "B-" counts toward MSW 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 eleven 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 MSU Denver Graduate Studies.
 - 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.

Internship Course Registration

To ensure academic integrity and compliance with federal financial aid regulations, the following rules apply to the timing of internship work and course registration for academic credit:

- *Internship Duration:* All work for a for-credit internship course must be completed within a single academic term (e.g., semester or part of term), not exceeding 21 weeks in total.
- *Term Alignment:* Internship work hours may begin after the conclusion of the previous full term/semester (including any official break or intersession period) and must end no later than the last official day of the term in which the student is registered for internship credit. Hours worked prior to the end of the previous term or after the end of the registered term are not eligible for academic credit.
- *Registration Timing:* Students must be enrolled in the internship course during the same term in which the internship work occurs (including intersession periods). Retroactive registration or credit for work conducted during a prior full term is not permitted. Students may request, but are not guaranteed, formal late enrollment approval within the same term. When an internship continues beyond the end of a semester, students must register for internship credit again in the next academic term to earn credit for the work completed during that period.

This policy applies to all for-credit internships, regardless of whether they are paid or unpaid.

Last Date of Attendance or Participation

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 or participation, 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. Students may be dropped due to non-participation under the Registration and Records.

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.

Time Limit on Degree Completion

The minimum duration of study for a master's degree is one (1) academic year after the time of enrollment in graduate courses, unless otherwise required by a program's accrediting or licensing agency. All requirements for a master's degree must be completed within six (6) years. For programs that combine undergraduate and graduate

degrees (i.e., combined degree programs), all requirements must be completed within seven (7) years.

These timeframes begin with the first semester of course enrollment; include summers and semesters in which the student is not enrolled; and encompass all courses applied to the degree, including transferred courses.

Programs may approve adjustments or extensions to a student's time limit on degree completion. When approved, programs report the exception to degree requirements to the Office of the Registrar. It is the student's responsibility to manage their time to degree completion and any appeals for exception to this policy.

Voluntary Withdrawal from and Readmission to Graduate Programs

Students who are considering withdrawing from a graduate program are strongly encouraged to discuss this decision with the program director. In some cases, a temporary leave of absence may suffice. Other MSU Denver Graduate Studies support options may be available, as well. Students who decide to voluntarily withdraw from a graduate program should submit the Voluntary Program Withdraw form. Students who voluntarily withdraw from a program must reapply to the University and graduate program if they later wish to reenroll.

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.

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 program GPA is calculated by dividing the total number of quality points earned in completed program courses by the number of semester hours attempted.

To be eligible for a degree, a candidate must have earned a minimum number of program-defined quality points in addition to meeting other prescribed requirements. The following notations have no effect on the GPA: AW, 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
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	No
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.

I - Incomplete

The Incomplete notation indicates that a student is achieving satisfactory progress in a course but is unable to complete all class assignments or registered internship hours due to extenuating circumstances, such as documented illness, military leave, disability, 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 a 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.

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 MSU Denver Graduate Studies, along with the non-refundable application fee.
2. For the application process, students can provide an unofficial transcript from the institution where they earned their BS or BA degrees. However, once a student receives an offer of admission, their official transcript is required. Students are welcome to submit additional transcripts from other institutions, especially if the credits earned at those institutions have not been included in the baccalaureate degree. Individual graduate programs might require additional credential documentation. Students who earned their undergraduate degree at MSU Denver do not have to submit their transcripts. Transcripts should be sent directly from the institution to MSU Denver Graduate Studies and can be sent electronically or mailed directly. Please use the following address if transcripts are mailed:
 - i. MSU Denver 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 MSU Denver Graduate Studies website to see if a specific program requires exams. Make sure the exam results are forwarded to MSU Denver 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 MSU Denver 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 MSU Denver 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 MSU Denver 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 MSU Denver 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. For the application process, students can provide an unofficial transcript from the institution where they earned their BS or BA degrees. However, once a student receives an offer of admission, their official transcript is required. Students are welcome to submit additional transcripts from other institutions, especially if the credits earned at those institutions have not been included in the baccalaureate degree. Individual graduate programs might require additional credential documentation. Students who earned their undergraduate degree at MSU Denver do not have to submit their transcripts.

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 MSU Denver 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 MSU Denver 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) or a 4.0 on the TOEFL scale as of 2026
 - IELTS overall score of 6.0
 - 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 MSU Denver 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 MSU Denver 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 MSU Denver 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 MSU Denver Graduate Studies, along with the non-refundable application fee.
2. For the application process, students can provide an unofficial transcript from the institution where they earned their BS or BA degrees. However, once a student receives an offer of admission, their official transcript is required. Students are welcome to submit additional transcripts from other institutions, especially if the credits earned at those institutions have not been included in the baccalaureate degree. Individual graduate programs might require additional credential documentation. Students who earned their undergraduate degree at MSU Denver do not have to submit their transcripts. Transcripts should be sent directly

from the institution to MSU Denver Graduate Studies and can be sent electronically or mailed to the following addresses:

- i. MSU Denver 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 MSU Denver 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 MSU Denver 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

MSU Denver 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 principal 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. 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 program GPA consistent with the University requirement and any program requirements, which may be higher.
- 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

- [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/>).

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

For all policies related to required health insurance and health insurance waivers and more, please visit.

- General Information: <https://healthcenter1.com/special-coverages/>
- Student Health Insurance: <https://healthcenter1.com/msu-denver-student-health-insurance/>
- Opt-Out Instructions: <https://healthcenter1.com/opt-out-waiver-instructions/>

Immunizations

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

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

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

Students 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/>.

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 MSU Denver 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 MSU Denver 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, the graduate program director, and because of possible faculty workload considerations, the department chair. The program should inform MSU Denver Graduate Studies of any advisor change by sending an e-mail to graduatestudies@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 MSU Denver 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 MSU Denver Graduate Studies.

Academic Performance

A fundamental requirement for satisfactory academic performance is that graduate students earn a program GPA of 3.00 or higher (if the program requires a GPA higher than 3.0 for graduation). Students with a cumulative GPA below the program required minimum or 3.0 at any time should consult with their Graduate Program Coordinator for advice and possible options.

All students admitted to MSU Denver Graduate Programs, including degree and nondegree-seeking students, must meet the GPA requirements described in this section. A student admitted to a MSU Denver Graduate Program must maintain a minimum cumulative GPA of 3.00, including transfer courses. Some graduate programs might require a GPA higher than 3.0 for graduation. If the program 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 graduate program 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 program GPA is below 3.00 at the end of the semester. Students should consult with their Graduate Program Coordinators or Graduate Program Directors for advice and possible options.
3. May dismiss the student from their graduate program if the program 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 reinstated to the graduate program. Students who request reinstatement and are granted reinstatement to the program within 30 calendar days are not required to reapply to the graduate program. 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 graduate program informs the graduate student 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 graduate degree or graduate certificate program must meet the following academic performance requirements at the end of their final (graduation) semester: (1) program GPA requirement, and (2) individual course requirements. Failure to meet these requirements will, at minimum, result in the postponement of graduation and may result in dismissal from the program. The authority to make a determination rests with the graduate program.

Postponement offers students an opportunity to improve their academic performance to meet minimum graduation standards. When postponement of graduation is offered, students must consult with graduate program officials to establish a plan for improved academic performance and graduation.

Students who are dismissed from a graduate program may appeal their dismissal only if

- The student's program GPA was 3.00 or above in the last semester.

The appeal will be carefully reviewed by the graduate program and possibly other units inside the college. If agreement cannot be reached the appeal will be decided by the Grade Appeals Committee.

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. A maximum of 12 credits from a completed MSU Denver graduate degree may be applied toward one other graduate certificate or graduate degree.
5. Any application of transfer credit must be approved by the graduate program.
6. 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 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. MSU Denver 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 MSU Denver 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 MSU Denver 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 MSU Denver 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 MSU Denver Graduate Studies for a format review and will request to any corrections that may be required by MSU Denver 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 MSU Denver 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 MSU Denver 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, MSU Denver 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 MSU Denver 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, MSU Denver 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 MSU Denver Graduate Studies in the access agreement. Approval by MSU Denver 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. MSU Denver 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](#)
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- [Preferred Name](#)
- [Selective Service Registration](#)
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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 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

MSU Denver 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 credits taught on 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.

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. For shorter-term courses such as those in Winterim, Maymester, or five- and eight-week parts of term participation data will be collected on the applicable published Census Date, which may be less than two weeks from the course's start date.

Participation means that a student engages in an academically related activity. For the purposes of Mandatory Participation Verification (MPV), participation will be defined according to the university's last date of attendance or participation policy.

This definition may be different from the criteria used to assess participation in a course's grading policy; faculty members determine grading criteria for their courses. Not all courses include attendance and/or participation as a distinct academic standard for evaluation. If attendance and/or participation are part of a course's grading policy, the course-specific definition will be provided or linked in the syllabus or learning management systems materials.

When a faculty member reports for MPV purposes that a 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 on 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 penalized for that service. Students who withdraw due to military obligations will be permitted to reenroll in their original program, with their prior academic standing retained and without any academic or financial penalties. 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.

Contact 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. 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 MSU Denver 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.

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 MSU Denver 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 MSU Denver 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 MSU Denver 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 MSU Denver 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 MSU Denver Graduate Studies, the master's program may define procedures for such an examination and require it for all students in the program. 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 its 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 MSU Denver 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 MSU Denver 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 MSU Denver 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, unless required by a program's accrediting or licensing agency;
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 MSU Denver Graduate Studies.
3. All "Duration of Graduate Study" time constraints imposed by MSU Denver 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 MSU Denver Graduate Studies.

Student Rights and Responsibilities

- [Policies and Procedures](#)
- [Definition of a Student](#)
- [Academic Integrity](#)
- [Academic Responsibilities](#)
- [Academic Rights](#)
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- [Crime Awareness and Campus Safety](#)
- [Equal Opportunity and American Disabilities Act](#)
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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 2025 and the spring and summer 2026 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.

Academic Rights

Students have the right to:

- Be informed of course expectations and requirements.
- Be evaluated fairly on the basis of academic performance.
- Participate in free and open discussion, inquiry and expression, both in the classroom and in conference.

- Receive competent instruction and advisement.
- Expect protection against professors' improper disclosure of students' personal information, views, beliefs, and political associations when such information has become known as a result of professors' instructions, advisement, or counsel.
- Expect protection, through established procedures, against prejudicial or capricious evaluation.
- Assess the value of a course to make suggestions as to its direction and to evaluate both the instructor and the instruction they have received.
- Have input in University policy-making, which may include, but shall not be limited to, course scheduling distribution of night and day classes, calendar arrangements, library policy and development, grading systems, course development, and curriculum.
- Expect instructors to conduct themselves professionally in the classroom in accordance with University policies and directives.
- Expect instructors to maintain office hours as required by University policy.
- Expect reasonable academic assistance from the appropriate department.
- Be informed of academic standards for the courses in which they are enrolled. Except when exempted by university policy, each for-credit academic course's learning management system (LMS) materials will include the following items or external links to them: a syllabus, an explanation of how final course grades are determined (e.g., a course grading policy), and access to records of completed evaluations (e.g., points in a gradebook or feedback on student progress).
- Have every reasonable effort made to ensure course and instructional materials are as accessible as possible to all.

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 is to ensure that they all find the experience 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

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).

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.

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

Students are encouraged to first address concerns and conflicts directly with the relevant faculty or department/program staff. If resolution at this level is not possible, see [MSU Denver's Student Complaint Policy](#).

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.

University-Wide Student Attendance Policy

Regular attendance at class sessions affords students maximum educational benefit through engagement with their instructors, peers, and course material. While instructors may or may not include attendance in grade-related assessments in their courses, students are expected to attend all sessions of the courses in which they are registered that require real-time attendance, such as courses delivered through in-person, synchronous online, and hybrid modalities.

Instructors and/or departments are responsible for establishing course- and/or section-specific attendance policies related to the evaluation of students' academic performance. Only the primary instructor(s) assigned to a course, in accordance with any departmental policies, can grant an excuse for student absence. Whenever an attendance policy or evaluation criteria applies, it must be presented in the course syllabus or the section's learning management system materials.

Students are responsible for knowing the attendance policies for all course sections in which they are enrolled, as well as university-level policies related to attendance and participation. Students should contact instructors as soon as possible ahead of anticipated absences and after unanticipated absences.

Except where prohibited by policies related to established degree requirements, program accreditation or licensure, or government regulations, course attendance policies must accommodate or excuse student absences related to:

1. The cancellation of class sessions in accordance with the [University Closure Policy](#).
2. Disabilities or conditions documented in accommodation notifications by the Access Center.
3. Required military service for students on active status, as documented by armed services authorities.
4. Required appearance for jury selection/duty or other court service, as documented by legal authorities or government entities.
5. Religious or spiritual holidays and observances; it is the responsibility of the student to communicate anticipated absences resulting from sincerely held religious or spiritual traditions as far in advance as possible.
6. Participation in intercollegiate athletic events, as documented by MSU Denver Athletics; it is the responsibility of the student and representatives of MSU Denver Athletics to communicate anticipated absences as far in advance as possible.
7. Competitions, conferences, or workshops organized or recognized by MSU Denver in which student participation is expected or required; it is the responsibility of the student and representatives of the sponsoring or supervising MSU Denver entity to communicate anticipated absences as far in advance as possible.

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](#) - Program that provides needed accommodations and support to students who experience any type of disability (mental health, chronic health, physical, sensory, and neurological) or temporary impairment (concussion, broken wrist, pregnancy, etc.).
- [Alternative Credit](#) - Turn work and significant experience into college credit
- [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 and holistic well-being resources through opportunities like group fitness classes, personal training, intramural sports leagues, open recreation, outdoor pursuits and leadership programs, and health promotion activities.
- [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](#) - Provides relevant and impactful career development for the full student body.
- [Counseling Center](#) - Individual and group therapy, crisis intervention and outreach to students.
- [Dean of Students Office](#) - Responds to and investigates issues related to student behavioral and academic misconduct, offers student conflict resolution services (including running the Restorative Justice Coalition), and provides general faculty, staff and student support for issues involving conflict.
- [Earn and Learn](#) - Provides funding support to both undergraduate and graduate students who are in need of financial assistance to participate in unpaid, off-campus internship opportunities.
- [EPIC Scholars Program](#) - Supports independent students transitioning from foster care, kinship care, adoption, or group homes.
- [Fraternities and Sororities](#) - Sororities and fraternities at MSU Denver are values-based organizations that create life-long friendships, academic support, connections to other students, and student involvement.
- [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
- [Information for Pregnant and Parenting Students](#) - Resource page for students who are a parent or assume primary caregiving responsibilities of any children, adolescents, or adult children with a disability living in their household part or full time. This includes pregnant and expecting students.
- [Immigrant Services](#) - Support and services for MSU Denver's immigrant students
- [Immunization Program](#)
- [International Studies](#) - Study Abroad
- [LGBTQ Student Resource Center](#)
- [Met Media](#) - Student newspaper, radio, arts/literary magazine, and news broadcasts
- [Office of Graduate Studies](#)
- [Phoenix Center at Auraria](#) - Interpersonal violence prevention, awareness, and support
- [Registrar's Office](#)
- [Rowdy's Corner](#) (formerly Roadrunner Food Pantry) - Provides free food and basic needs 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 clubs and organizations are student-led groups formed and run by students focused around a specific interests, topics, and shared exploration of them.
- [Student Travel and Professional Development Funding](#) - Grant funding available for students to attend

professional conferences or participate in online/local trainings.

- [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](#) - *Provides information and assistance from the enrollment process through graduation and helps students maximize their VA Education benefits*
- [Veteran/Military Student Center](#) - *We advocate for and connect military-connected students to appropriate programs and resources, while also educating the campus community about their unique experiences and needs.*

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 MSU Denver Graduate Studies website at msudenver.edu/bursar/tuition-and-fees/graduate/

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 review 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 Graduate 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

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 Graduate 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 General Master of Business Administration (MBA) with a prescribed, 30-hour requirement. The Master of Business Administration (MBA) with a concentration requires the 27-hour core and 9 hours from ONE selected concentration: Accounting, Business Analytics, Finance, Human Resource Management, or 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 (LG5) reinforced with an appreciation of the ethical (LG3) and global issues (LG4) that permeate contemporary business practices.

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

- **General MBA.** General MBA students will complete 30 credit hours. This includes 27 credit hours of the MBA core and 3 additional hours, typically MBA 5502. The Director of the MBA, in concert with the MBA Advisor and student, will consider deviations from this recommended course on a case by case basis.
- **MBA with Concentration.** Students will complete 27 credit 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.

General MBA (30 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.

If student selects to take MBA 5710 - Global Business Management Experience, one core course, at the discretion of the Program Director, is held equivalent to MBA 5710. See 'Optional International Immersion' section.

- MBA 5105 - Accounting Concepts **Credits: 3**
- MBA 5201 - Managerial Analysis and Decision-Making **Credits: 3**
- MBA 5205 - Information Systems Strategy Planning **Credits: 3**
- MBA 5305 - Managerial Economics **Credits: 3**
- MBA 5405 - Corporate Finance **Credits: 3**
- MBA 5510 - Operations and Supply Chain Management **Credits: 3**
- MBA 5580 - Leading through Complexity **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

Optional International Immersion Experience (0-3 credit hours)

The MSU Denver MBA strongly recommends international experiences as a component of the MBA. Depending on the trip offered, MBA 5710 may substitute for one of the core MBA courses. Please speak with the Director of the MBA and your MBA Advisor.

- MBA 5710 - Global Business Management Experience **Credits: 3**

MBA General Prescribed Elective (3 credit hours)

If completing the 30 credit hour General MBA, one additional 3 credit hour course completes the MBA degree.

- MBA 5502 - Strategic Project Navigation **Credits: 3**

Total for General MBA: 30 credits

MBA Core (27 credit hours) + MBA General Prescribed Elective (3 credit hours)

MBA with Concentration (36 credit hours)

Students electing to have a concentration complete the MBA Core (27 credit hours) and ONE of the concentrations below.

Subtotal for Business Analytics Concentration: 9 credits

MBA Core (27 credit hours)

- MBA 5105 - Accounting Concepts **Credits: 3**
- MBA 5201 - Managerial Analysis and Decision-Making **Credits: 3**
- MBA 5205 - Information Systems Strategy Planning **Credits: 3**
- MBA 5305 - Managerial Economics **Credits: 3**
- MBA 5405 - Corporate Finance **Credits: 3**
- MBA 5510 - Operations and Supply Chain Management **Credits: 3**
- MBA 5580 - Leading through Complexity **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.

- ACCM 5070 - Taxation for Decision Makers **Credits: 3**
- ACCM 5100 - Financial Accounting and Reporting **Credits: 3**
- ACCM 5400 - Strategic Cost Management **Credits: 3**
- ACCM 5600 - Fraud Examination Awareness Seminar **Credits: 3**
- ACCM 5800 - Governance and Risk Assurance Theory **Credits: 3**
- ACCM 5901 - 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**

Finance Concentration

Take the following three courses:

- MBA 5460 - Investment Theory and Analysis **Credits: 3**
- MBA 5470 - Advanced Portfolio Analysis **Credits: 3**
- MBA 5480 - Strategic Finance **Credits: 3**

Subtotal for Finance Concentration: 9 credits

Human Resource Management Concentration

Take the following three courses:

- MBA 5550 - Employee and Labor Relations **Credits: 3**
- MBA 5560 - Human Resources: Strategic Talent Management **Credits: 3**
- MBA 5570 - Realizing Competitive Advantage through Human Resource Management **Credits: 3**

Subtotal for the Human Resource Management Concentration: 9 credits

Strategic Management Concentration

Select three of the following courses:

- ACCM 5400 - Strategic Cost Management **Credits: 3**
- MBA 5480 - Strategic Finance **Credits: 3**
- MBA 5502 - Strategic Project Navigation **Credits: 3**
- MBA 5680 - Advanced Strategic Marketing and Analysis **Credits: 3**

Subtotal for Strategic Management Concentration: 9 credits

Total for MBA with Concentration: 36 credits

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 National Center for Healthcare Leadership (NCHL). "The NCHL Health Leadership Competency Model™ was developed to provide the field with a comprehensive, validated competency model that will be suitable as the foundation for a breadth of leadership assessment and development applications. To ensure relevance to leaders from across disciplines, the Model was developed and validated utilizing interdisciplinary subject matter experts and was refined in collaboration with industrial and educational psychologists" (nchl, 2018).

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 complete and/or 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
7. Program interview

Exceptions may be considered at the discretion of the MHA Program Director and/or Chair.

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.

Prerequisite Requirements

Prior college level coursework in accounting, statistics, and economics is required. Students may complete the requirements via Peregrine Academic Services (online learning modules) in addition to the core 42 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 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. Completing coursework as a non-degree-seeking student does not guarantee admission into a degree-seeking program.

Prior Learning Assessment

Prior learning assessment is not offered in the MHA program.

Transfer Students

No more than nine (9), graduate-level, transfer credits (semester hours or equivalent) will be accepted for the MHA 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.

The MHA 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.

Advancement to Candidacy

Students must successfully complete all courses comprising 42 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. 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. Exceptions may be considered at the discretion of the MHA Program Director and/or Chair.

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 303-615-1200 or mha@msudenver.edu.

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 303-615-1200 or mha@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 nine (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.

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 (42 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 - MHA Comprehensive examination and Capstone Prep **Credits: 3**
- 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 6300 - MHA Capstone **Credits: 3**

Subtotal for MHA Core: 42 credits

Non-Required, Elective Course:

- MHA 5001 - MHA Health Administration Internship **Credits: 3**

Master of Professional Accountancy

Graduates will exercise the professional skepticism and judgment necessary to make and communicate effective strategic decisions in a range of business environments. 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 effectively communicate strategic and accounting decisions within a range of business environments.

Program Learning Outcomes

Accounting Competency

Graduate accounting students will apply appropriate accounting frameworks and knowledge. 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, 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.

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.

Pre-Requisite Requirements

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

Curriculum

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

Requirement	Semester Hours
Accounting Core	18
Experiential Learning Electives	3
Open Accounting Electives	9
Total (minimum) hours for MPAcc	30

Accounting Core: 18 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 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 5650 - Legal Elements of Fraud **Credits: 3**
- 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: 9 Credit Hours

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

- ACCM 5000 - Accounting Ethics, Professionalism, and Leadership **Credits: 3**
- 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 5810 - Small Business Consulting and Accounting
Credits: 3
- ACCM 5820 - Data Analysis for Fraud and Litigation
Credits: 3
- ACCM 5901 - Risk Assurance and Advisory Engagements
Credits: 3
- ACCM 6080 - Tax Leadership and Management **Credits: 3**
- ACCM 6100 - Taxation of Corporations and Shareholders I
Credits: 3
- ACCM 6140 - Small Business Taxation **Credits: 3**

Master of Science in Business Intelligence

The Master of Science in Business Intelligence (MSBI) program at MSU Denver prepares students with essential skills in data analysis, visualization, machine learning, and business strategy. This 30-credit program teaches students how to interpret data and create insights that support better business decisions. Through hands-on learning, including a capstone project using real industry data, students gain practical experience in solving real-world business problems. The program's mix of technical and business-focused courses equips graduates to fill in-demand roles that require both data knowledge and business understanding, helping them become valuable assets in today's data-driven job market.

Program Learning Outcomes

LO1: Identify and Describe Complex Business Problems

- Develop the ability to recognize and articulate complex business problems in terms of analytical models.
- Apply analytical frameworks to break down business challenges and define them clearly for analysis.

LO2: Understand and Apply Analytical Methods to Solve Business Problems

- Master the application of appropriate analytical methods and tools to find solutions to business problems.
- Analyze, select and create the right analytical techniques to achieve business objectives.

LO3: Translate Analytical Results into Actionable Insights

- Create business analytics / intelligence projects and analyze their output to identify key trends and patterns.
- Evaluate data project findings and recommend actionable strategies to stakeholders.

LO4: Communicate Technical Information Effectively

- Develop the ability to communicate technical information clearly to both technical and non-technical audiences / stakeholders.
- Enhance skills in creating and presenting data insights through speech, writing, and graphical representations.

LO5: Understand and Evaluate the Importance of Data Ethics, Privacy and Governance

- Understand and evaluate the importance of data ethics, privacy, and governance in business intelligence practices.
- Learn to make ethical decisions in both structured and unstructured, ambiguous business situations.

LO6: Demonstrate Collaboration and Leadership Skills

- Create and foster effective collaboration and leadership skills within teams and cross-functional projects.
- Lead business intelligence projects and manage stakeholder expectations successfully.

LO7: Acquire and Utilize Expertise in Business Intelligence Technologies

- Develop expertise in using contemporary BI tools and software for data analysis, visualization, and reporting.

Core Curriculum MSBI

- BI 5010 - Business and Economics for Professionals **Credits: 3**
- BI 5050 - Programming and Spreadsheet Modelling **Credits: 3**
- MBA 5210 - Knowledge Discovery using Business Analytics **Credits: 3**
- BI 5060 - Database Management and Warehousing **Credits: 3**
- BI 5100 - Data Visualization and Dashboard Design **Credits: 3**
- MBA 5220 - Practical Business Analytics **Credits: 3**
- MBA 5230 - Data Mining for Business Intelligence **Credits: 3**
- BI 5400 - Generative AI for Businesses **Credits: 3**
- BI 5450 - Data Governance, Security and Ethics **Credits: 3**
- BI 5900 - Integrated Business Intelligence Projects **Credits: 3**

Total Required Credits: 30

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 representing varied ethnic backgrounds, experiences, and professional expertise.
6. Integrate a 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. 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
4. Resume or Curriculum Vitae
5. 500-1000 word writing sample (see application for current prompts). Applicants are evaluated on the quality and content of their writing sample
6. 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
7. The program may require a "Face-to-Face" interview with program faculty and staff

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.

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.

Total Credits: 61

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**

Students must complete a total of 6 credits of HSP 5031. Students can split this requirement into 2 semesters of 3 credits each.

Master of Science in Cybersecurity

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

MSU Denver's Master of Science in 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.

Program Accreditation

The Metropolitan State University of Denver is accredited by the Higher Learning Commission (HLC), an institutional accreditor recognized by the U.S. Department of Education. The Master of Science in Cybersecurity program is offered as part of the university's accredited academic offerings.

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 eligible for admission to the CYBM program, candidates must:

- Submit a graduate application and application fee
- Submit a curriculum vitae or résumé
- 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 of 3.0 on a scale of 4.0 is required

All submitted documentation will be reviewed by the CYBM Admission Committee for a final decision.

Application Deadline

The CYBM program is Fall-start only, please check the [CYBM website](#) for current application deadlines.

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.

To be eligible for admission to the CYBM program, non-degree-seeking candidates must:

- Submit a graduate application and application fee
- Submit a curriculum vitae or résumé
- 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 of 3.0 on a scale of 4.0 is required.

All submitted documentation will be reviewed by the CYBM Admissions Committee for a final decision.

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 (6) years prior to the admission term and must be from a regionally accredited, U.S. institution or equivalent.

The Department of Criminal Justice and Criminology Chair 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 the Cybersecurity Program Manager at cybersecurityprograms@msudenver.edu for details.

Please visit the [CYBM program website](#) for more information on how to request the transfer of credits into the CYBM.

Credit for Prior Learning or Life Experience

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

Testing Out Policy

The CYBM program 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 (3) consecutive semesters including summer must reapply to the CYBM program. Students seeking readmission must be in good academic standing.

Degree Completion

Graduate Course Registration Eligibility

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

GPA Requirements

Students enrolled in the CYBM program are required to maintain a cumulative GPA of 3.0 or higher to complete the degree. A term GPA falling below 3.0 will result in an academic warning. If a student's cumulative GPA drops below 3.0 in any term, the student will be placed on academic probation. Students who do not restore their cumulative GPA to 3.0 or above after completing nine (9) additional 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 (6) calendar years from the semester of initial enrollment.

Advancement to Candidacy

All CYBM students must successfully complete all CYBM courses (totaling 36 credit hours) including CYBM 6001 - Cybersecurity 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, the Office of the Registrar, 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](#).

Internship

An internship is not required for the CYBM program. However, students may enroll in CYBM 6000 - Internship in Cybersecurity for three (3) credit hours. To be eligible, students must have completed

18 credit hours of CYBM courses and received 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 can substitute CYBM 5002 - Theories of Cybercrime with the internship.

Total Required Credits: 36

Master of Science in Event and Experience Management

This fully online, 30-credit Master of Science in Event and Experience Management will provide advanced skills in areas like event design, marketing, and data-driven decision making, aligning with the analytical rigor of an MS degree. The curriculum combines theory and application, leveraging faculty and industry expertise for leadership development. This focused and affordable program recognizes the distinct competencies of event management as a business function across various sectors, including but not limited to hospitality. The online format ensures global accessibility. This program addresses a gap in leadership-focused event management education, positioning MSU Denver as a leader in the field.

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

1. Synthesize advanced event management theories and industry trends to design innovative, high-impact experiences that meet diverse audience and stakeholder needs.
2. Evaluate and integrate financial, contractual, and risk management strategies to ensure fiscal responsibility, legal compliance, and operational resilience in complex event environments.
3. Design and implement evidence-based marketing and branding strategies that leverage digital platforms, audience analytics, and experiential storytelling to maximize event engagement and return on investment.
4. Lead diverse, cross-functional teams and vendor networks with cultural competence, ethical integrity, and strategic collaboration in both domestic and global contexts.
5. Develop comprehensive event portfolios that incorporate logistics, program design, sustainability initiatives, and contingency planning for various event formats, including in-person, virtual, and hybrid.
6. Critically assess the social, cultural, and economic impacts of events, applying sustainability principles to enhance community and stakeholder value.
7. Apply project management methodologies and performance metrics to evaluate event outcomes and inform continuous improvement.
8. Integrate emerging technologies and experiential innovations into event design and delivery to create competitive advantages and enhance attendee experiences.
9. Collaborate with industry partners on applied, real-world projects that simulate executive-level event planning, negotiation, and strategic decision-making.

Minimum Passing 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 to raise the GPA above a 3.0. Students who fail to complete the requirements of their remediation plan may be dismissed from the program.

Students receiving below "C-" will be placed on a remediation plan and will be required to repeat the course.

Admission Requirements

To apply for the Master of Science in Event and Experience Management, applicants must submit the following:

- A completed bachelor's degree from an accredited institution with a minimum GPA of 2.50. Strong applicants with a GPA below 2.5 may also be admitted based on other compelling parts of their application, for example, extensive relevant industry experience.
- A completed MSU Denver Graduate Application
- A nonrefundable \$50 application fee
- Official transcripts from all previously attended colleges and universities
- A current resume outlining relevant academic and professional experience
- A personal statement describing academic goals, professional interests, and reasons for pursuing the program

Core - Master of Science in Event and Experience Management

Students are required to complete either HLDR 5850 - Graduate Thesis in Hospitality and Events or HLDR 5800 - Executive Applications in Hospitality and Events to graduate. The course not selected will count as an elective.

- ACCM 5250 - Financial Leadership and Revenue Analytics for Hospitality **Credits: 3**
- HLDR 5010 - Global Event Operations **Credits: 3**
- HLDR 5030 - Hospitality Contracts, Risk, and Compliance **Credits: 3**
- HLDR 5300 - Advanced Hospitality Marketing and Sales **Credits: 3**
- HLDR 5668 - Design Thinking in Event Planning **Credits: 3**
- HLDR 5678 - Advanced Event Fundraising and Sponsorship **Credits: 3**

Select HLDR 5800 or HLDR 5850:

- HLDR 5800 - Executive Applications in Hospitality and Events **Credits: 3**
- HLDR 5850 - Graduate Thesis in Hospitality and Events **Credits: 3**

Select three of the following electives:

- ACCM 5150 - Hospitality Forecasting, Budgeting, and Revenue Management **Credits:** 3
- HLDR 5040 - Advanced Hospitality Technology **Credits:** 3
- HLDR 5100 - Foodservice Operations in Hospitality and Events **Credits:** 3
- HLDR 5200 - Strategic Talent Leadership in Hospitality **Credits:** 3
- HLDR 5340 - Hospitality Data Interpretation and Visualization **Credits:** 3
- HLDR 5350 - Strategic Hospitality Resource Management **Credits:** 3
- HLDR 5380 - Graduate Internship In Hospitality and Events **Credits:** 3
- HLDR 5500 - Best Practices of Hospitality and Event Startups **Credits:** 3
- HLDR 5500 - Best Practices of Hospitality and Event Startups **Credits:** 3
- HLDR 5540 - Experience Management and Service Innovation for Hospitality and Events **Credits:** 3
- HLDR 5600 - Leadership in Hospitality Organizations **Credits:** 3
- HLDR 5700 - Hospitality and Tourism Economics **Credits:** 3
- HLDR 5910 - Special Topics in Hospitality and Events **Credits:** 1-3

Total Required Credits: 30

Master of Science in Hospitality Leadership

This fully online, 30-credit graduate program is structured to provide students with advanced leadership, strategic decision-making, financial acumen, and innovative problem-solving skills, distinguishing it from existing hospitality-related master's programs. This modular approach enhances flexibility, making it particularly attractive to working professionals, career changers, and industry practitioners seeking a progressive and accessible graduate education. Building on the success of their undergraduate programs, this affordable and viable MS aims to equip graduates for managerial roles in lodging and food and beverage.

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

1. Demonstrate advanced knowledge of leadership theory and practice as it applies to strategic decision-making, organizational development, and change management in diverse hospitality contexts.
2. Critically analyze and apply financial principles and performance metrics to drive sustainable growth, profitability, and value creation in hospitality enterprises.
3. Develop innovative, data-informed solutions to complex hospitality industry challenges using systems thinking and applied research methodologies.
4. Lead high-performing, inclusive, and culturally competent teams through ethical leadership practices that promote equity, engagement, and resilience in global hospitality environments.
5. Integrate emerging technologies and digital tools into hospitality strategy, operations, and guest experience design to enhance competitive advantage.
6. Design and implement strategic initiatives that address global trends, stakeholder expectations, and long-term sustainability in the hospitality and tourism sectors.
7. Communicate complex analyses and strategic recommendations persuasively to diverse stakeholders through executive-level written, oral, and digital communication formats.
8. Evaluate organizational performance and guest satisfaction metrics to inform continuous improvement and service excellence in hospitality operations.
9. Collaborate with cross-functional teams and industry partners on applied, experiential projects that simulate executive-level decision-making and strategic planning.

Minimum Passing 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 to raise the GPA above a 3.0. Students who fail to complete the requirements of their remediation plan may be dismissed from the program.

Students receiving below "C-" will be placed on a remediation plan and will be required to repeat the course.

Admission Requirements

To apply for the Master of Science in Hospitality Leadership, applicants must submit the following:

- A completed bachelor's degree from an accredited institution with a minimum GPA of 2.50. Strong applicants with a GPA below 2.5 may also be admitted based on other compelling parts of their application, for example, extensive relevant industry experience.
- A completed MSU Denver Graduate Application
- A nonrefundable \$50 application fee
- Official transcripts from all previously attended colleges and universities
- A current resume outlining relevant academic and professional experience
- A personal statement describing academic goals, professional interests, and reasons for pursuing the program

Core - Master of Science in Hospitality Leadership

Students are required to complete either HLDR 5850 - Graduate Thesis in Hospitality and Events or HLDR 5800 - Executive Applications in Hospitality and Events to graduate. The course not selected will count as an elective.

- ACCM 5250 - Financial Leadership and Revenue Analytics for Hospitality **Credits: 3**
- HLDR 5030 - Hospitality Contracts, Risk, and Compliance **Credits: 3**
- HLDR 5040 - Advanced Hospitality Technology **Credits: 3**
- HLDR 5300 - Advanced Hospitality Marketing and Sales **Credits: 3**
- HLDR 5540 - Experience Management and Service Innovation for Hospitality and Events **Credits: 3**
- HLDR 5600 - Leadership in Hospitality Organizations **Credits: 3**

Select HLDR 5800 or HLDR 5850:

- HLDR 5800 - Executive Applications in Hospitality and Events **Credits: 3**
- HLDR 5850 - Graduate Thesis in Hospitality and Events **Credits: 3**

Select three of the following electives:

- ACCM 5150 - Hospitality Forecasting, Budgeting, and Revenue Management **Credits: 3**
- HLDR 5010 - Global Event Operations **Credits: 3**
- HLDR 5100 - Foodservice Operations in Hospitality and Events **Credits: 3**

- HLDR 5200 - Strategic Talent Leadership in Hospitality
Credits: 3
- HLDR 5340 - Hospitality Data Interpretation and Visualization **Credits:** 3
- HLDR 5350 - Strategic Hospitality Resource Management
Credits: 3
- HLDR 5380 - Graduate Internship In Hospitality and Events **Credits:** 3
- HLDR 5500 - Best Practices of Hospitality and Event Startups **Credits:** 3
- HLDR 5668 - Design Thinking in Event Planning **Credits:** 3
- HLDR 5678 - Advanced Event Fundraising and Sponsorship **Credits:** 3
- HLDR 5700 - Hospitality and Tourism Economics
Credits: 3
- HLDR 5910 - Special Topics in Hospitality and Events
Credits: 1-3

Total Required Credits: 30

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). 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 or Department Chair.

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 transformative graduate experience committed to the interprofessional education and cultural responsiveness of diverse students seeking clinical certification in speech-language pathology. Our program converges knowledge with skill-based learning to close the theory-to-practice gap. Amidst changing landscapes in education and healthcare, we prepare students to think critically and make informed clinical decisions.

We prioritize values that reflect those of the university at large including a shared commitment to community, accessibility, diversity, respect and excellence (CADRE). 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, respect, and excellence.

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 our 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 fluent 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 in which students have earned a final grade of "C" or better.

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 SLHS 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.

Guided Clinical Observation

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.

Program Deferral

Applicants who are accepted into the MS SLP Program and subsequently experienced a significant life event before their program starts may apply through the Department to defer their start semester up to one academic year from the term that acceptance was originally offered. An application is not required for readmission; however, students must contact program leadership in advance of the upcoming application deadline confirming their intent to pursue readmission. All stipulations of acceptance will be carried forward to the later term in which they start the MS SLP Program. Applicants who defer their start semester will be held to the policies and curriculum of the later term in which they officially start the MS SLP Program. If granted, the deferral process is only valid for one academic year from the original acceptance semester.

Additional Information

Financial Aid

Financial aid may be available for graduate students. Visit [Financial Aid](#) for more information.

Academic Policies/Processes

All MS SLP policies/processes 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.

Advising

Students are required to meet individually with program leadership or faculty designees at least three times throughout their two-year program including an onboarding interview during their first semester and an exit interview during their final semester. The focus of these meetings will be on credentialing requirements and progress towards degree completion.

Code of Conduct/Professionalism

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.

Continuation Review

The MS SLP program has the right and responsibility to re-evaluate a student's suitability for continuing in the MS SLP program. Results of the Continuation Review may result in modifications to the student's plan of study, removal from clinical practicum with a failing grade and/or dismissal from the program. Issues that may result in Continuation Reviews are included in the MS SLP program handbook along with its associated process/procedures.

Grades/GPA Requirements

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.

Student Intervention

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.

Transfer Coursework

Up to six credits may be transferred from a CAA accredited program in speech-language pathology. Only credits earned in didactic (non-clinical) coursework are eligible for consideration. No undergraduate courses will be accepted as substitutions for graduate coursework. Transfer credits will only be considered for coursework in which the final grade earned was a B- or higher.

The MS SLP program does not guarantee the transfer of graduate level SLP coursework from other schools. All students are expected to begin the MS SLP program at the same time as their associated cohort. Students are required to maintain full-time status every semester of the program; transferring credits cannot reduce the time to program completion.

Students must formally apply to MSU Denver's MS SLP program by the posted deadline. Transfer requests must be submitted by the end of a student's first fall semester. A detailed syllabus and schedule must be submitted for the graduate course to be considered along with all associated assignments/assessments. Additional information may be requested by program leadership. Failure to provide additional documentation in a timely manner will result in denial of the request.

Summative Portfolio

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 Student Intervention).

Verification of Program Requirements

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 - Language and Literacy: Birth to Five **Credits: 3**
- SLHS 5120 - Acquired Neurogenic Disorders I **Credits: 3**
- SLHS 5130 - Language and Literacy: School Age **Credits: 3**
- SLHS 5210 - Speech Sound Disorders **Credits: 3**
- SLHS 5220 - Acquired Neurogenic Disorders II **Credits: 3**
- SLHS 5230 - Voice Disorders **Credits: 3**
- SLHS 5240 - Fluency Disorders and Differences **Credits: 2**
- SLHS 5310 - Foundations of Clinical Practice in Speech Language Pathology **Credits: 3**
- SLHS 5320 - Assessment in Speech-Language Pathology **Credits: 3**
- SLHS 5330 - Cultural and Linguistic Diversity in Communication Disorders **Credits: 3**
- SLHS 5340 - Evidence-Based Practice/Clinical Research **Credits: 3**
- SLHS 5360 - Therapeutic Engagement in Speech-Language Pathology **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 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 6000 - Speech-Language Pathology Clinical Skills Lab **Credits: 1**
 - 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 and Vision](#)
- [Accreditation](#)
- [Regular MSW Program](#)
- [Advanced Standing MSW Program](#)
- [Important Policies](#)

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: assessment and intervention skills with individuals, families, groups, communities and organizations. We encourage the growth of transformative social workers who passionately promote racial, social, environmental and economic justice through culturally responsive and context relevant practices. During Foundation Year, students learn about the generalist perspective as required by our accrediting body the Council on Social Work Education. Concentration curriculum is based on an advanced integrative practice lens as applied in clinical and community contexts.

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.

Mission and Vision

Mission Statement

Our mission is to shape transformative social workers who passionately promote racial, social, environmental and economic justice through culturally responsive and context relevant practice. The MSW program focuses on nurturing diverse advocates, leaders, and clinicians who address critical social problems and enhance human and community well-being.

Vision Statement

Our vision is to be a diverse and equitable community that prepares students for social justice work through experiential learning and anti-oppressive practice. Our program honors flexible and innovative spaces for learners, inclusive of all backgrounds, circumstances, and identities. We seek to develop learners who are competent, grounded

in scientific inquiry and embrace the human dignity and worth of all persons and advance the human rights of all.

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 60 credits of graduate coursework. All students accepted into the Regular Program must complete certain prerequisites prior to the fall semester in which they begin the program. Students must be formally admitted to the MSW Regular Program and complete all required undergraduate prerequisites prior to starting courses. Students must adhere to the required sequencing of coursework and pass all courses with a grade of B- or better.

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 should 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. Students must be formally admitted to the MSW Advanced Standing Program. Students must adhere to the required sequencing of coursework and pass all courses with a grade of B- or better.

Required Coursework

Degree Completion Options

Students may complete the MSW Program full-time or part-time. Full-time students typically take a total of 15 credits per semester. Part-time students typically take between 6 and 9 credits per semester. 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 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.

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. 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. Visit the [Graduate Studies website](#) for additional requirements for international applicants.

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 website 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. Visit the Graduate Studies website for additional requirements for international applicants.

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 there may be additional steps to reactivate your account. Detailed information will be sent via email.

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 Policies for MSW Students

As a graduate student, you should also be familiar with the University level policies outlined in the Graduate Catalog. Please refer to the MSW Program website for MSW Program-specific policies and procedures.

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/social-work/.

MSW Regular Program

Students in the MSW Regular Program will complete 60 credit hours total.

Foundation Courses

- SWKM 5400 - The Art of Theoretical Inquiry: Social Work Theories Over Time **Credits: 3**
- SWKM 5425 - Exploring the Foundations of Justice **Credits: 3**
- SWKM 5450 - Deconstructing Social Policy: Critical Analysis for Change **Credits: 3**
- SWKM 5500 - Integrating Research and Evaluation into Social Work Practice **Credits: 3**
- SWKM 5575 - Groups and Teams: Collective Action for Change **Credits: 3**
- SWKM 5600 - Co-creating Change with Individuals and Families **Credits: 3**
- SWKM 5625 - Foundation Internship Experience I **Credits: 3**
- SWKM 5650 - Organizational Transformation: Empowering Communities **Credits: 3**
- SWKM 5675 - Foundation Internship Experience II **Credits: 3**

Concentration Courses

- SWKM 6425 - Advancing Justice in Organizations and Communities **Credits: 3**
- SWKM 6450 - Advanced Application of Clinical Social Work **Credits: 3**
- SWKM 6475 - Advanced Policy Advocacy Practice **Credits: 3**
- SWKM 6700 - Developing the Capstone Project **Credits: 3**
- SWKM 6725 - Advanced Internship Experience I **Credits: 3**

- SWKM 6750 - Implementing the Capstone Project
Credits: 3
- SWKM 6775 - Advanced Internship Experience II **Credits: 3**

Graduation Requirement Courses (can be taken in Foundation or Concentration years)

- SWKM 5475 - Legal Issues Impacting Social Work Practice **Credits: 3**
- SWKM Electives **Credits: 9**
Students need to complete a total of three 6000-level electives for the MSW Program. Any SWKM 6000-level course not already listed as a required class for the program can count as an elective.

MSW Advanced Standing Program

Students in the MSW Advanced Standing Program will complete 36 credit hours total.

Summer Bridge Courses

- SWKM 6400 - Bridge Seminar **Credits: 3**
- SWKM Elective **Credits: 3**

Concentration Courses

- SWKM 5475 - Legal Issues Impacting Social Work Practice **Credits: 3**
- SWKM 6425 - Advancing Justice in Organizations and Communities **Credits: 3**
- SWKM 6450 - Advanced Application of Clinical Social Work **Credits: 3**
- SWKM 6475 - Advanced Policy Advocacy Practice **Credits: 3**
- SWKM 6700 - Developing the Capstone Project **Credits: 3**
- SWKM 6725 - Advanced Internship Experience I **Credits: 3**
- SWKM 6750 - Implementing the Capstone Project **Credits: 3**
- SWKM 6775 - Advanced Internship Experience II **Credits: 3**
- SWKM Electives **Credits: 6**
Students will need to complete a total of three 6000-level electives for the MSW Program. One elective will be completed during the Summer Bridge, with the remaining two completed across Fall/Spring semesters. Any SWKM 6000-level course not already listed as a required class for the program can count as an elective.

Coordinated Program

Introduction

The Department of Nutrition offers a Coordinated Program which is a coordination between the Master of Science in Nutrition degree and 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 Coordinated Program is to prepare culturally aware and competent entry-level, master's prepared registered dietitian nutritionists to serve diverse populations 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 diverse communities
- engage in lifelong learning

Coordinated Program Policies and Procedures

Please refer to the MSU Denver Coordinated Program website (msudenver.edu/nutrition/programs/coordinated-program/) for information specific to:

- Admissions policies and application deadlines
- Assessment of prior learning and transfer credits
- All program-specific policies and procedures
- Academic standing requirements

Application Deadline

Applications are typically due mid-February each year. For information regarding the application process and deadlines, please see the MSU Denver Coordinated Program Website.

Minimum Passing Grade

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 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.

Financial Aid

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

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, including deep-packet inspection. Intrusion prevention, detection, analysis, and recovery will also be addressed from both a host and network point of view. MSU Denver's Graduate Certificate of Cyber Defense is an interdisciplinary certificate that combines the Departments of Criminal Justice and Criminology; Computer Information Systems and Business Analytics; and Computer Sciences.

The Graduate Certificate of Cyber Defense is a stackable program. Graduate credits earned in this certificate program may count toward the Master of Science 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 a graduate application and application fee
- Submit a curriculum vitae or resume
- Submit a 1-2-page personal statement
- 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 of 3.0 on a scale of 4.0 is required.

All submitted documentation will be reviewed by the CYBM Admissions Committee for a final decision.

Application Deadline

The Graduate Certificate of Cyber Defense program is Fall-start only. Please refer to the [application section](#) of the graduate certificates website for application deadlines.

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.

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.

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 CYBM 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 Master of Science in Cybersecurity degree at MSU Denver.

Time Limit on Completion of Certificate

Students must complete the Graduate Certificate of Cyber Defense program within six (6) calendar years from the semester of initial enrollment.

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; Computer Sciences.

The Graduate Certificate of Cybercrime Investigation is a stackable program. Graduate credits earned in this certificate program may count toward the Master of Science 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 a graduate application and application fee
- Submit a curriculum vitae or resume
- Submit a 1-2-page personal statement
- 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 of 3.0 on a scale of 4.0 is required.

All submitted documentation will be reviewed by the CYBM Admissions Committee for a final decision.

Application Deadline

The Graduate Certificate of Cybercrime Investigation program is Fall-start only. Please refer to the [application section](#) of the graduate certificates website for application deadlines.

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 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.

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.

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 CYBM 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 Master of Science in Cybersecurity degree at MSU Denver.

Time Limit on Completion of Certificate

Students must complete the Graduate Certificate of Cybercrime Investigation program within six (6) calendar years from the semester of initial enrollment.

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 cybersecurity'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 their professional area, and cooperate with others with diverse backgrounds from technology, business, and law enforcement. MSU Denver's Graduate Certificate of Cyber Defense is an interdisciplinary certificate that combines the Departments of Criminal Justice and Criminology; Computer Information Systems and Business Analytics; and Computer Sciences.

The Graduate Certificate of Cybersecurity Leadership is a stackable program. Graduate credits earned in this certificate program may count toward the Master of Science in Cybersecurity degree at MSU Denver.

Admission to the Certificate of Cybersecurity Leadership

To be admitted to the Graduate Certificate of Cybersecurity Leadership, candidates must:

- Submit a graduate application and application fee
- Submit a curriculum vitae or resume
- Submit a 1-2-page personal statement
- 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 of 3.0 on a scale of 4.0 is required.

All submitted documentation will be reviewed by the CYBM Admissions Committee for a final decision.

Application Deadline

The Graduate Certificate of Cybersecurity Leadership program is Fall-start only. Please refer to the application section of the graduate certificates website for application deadlines.

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 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.

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.

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 CYBM 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 Master of Science in Cybersecurity degree at MSU Denver.

Time Limit on Completion of Certificate

Students must complete the Graduate Certificate of Cybersecurity Leadership program within six (6) calendar years from the semester of initial enrollment.

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**

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 5820 - Data Analysis for Fraud and Litigation **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**

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**
- ACCM 5980 - Master's Accounting Internship **Credits: 1-3**

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 Master of Science in Cybersecurity (CYBM) but want to teach cybersecurity classes to K-12 level students. MSU Denver offers this certificate to current teachers with an existing baccalaureate degree who teach in a K-12 system. Neither the Graduate Record Exam (GRE) nor any graduate placement test are not required for this certificate.

For students enrolled in this certificate, the cost for tuition will be the same as the CYBM program. 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 Graduate STEMpath Certificate of Cybersecurity

To be considered for admission to the Graduate STEMpath Certificate of Cybersecurity candidates must:

- Submit a graduate application and application fee
- Be a current K-12 schoolteacher that has been approved by their 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 of 3.0 on a scale of 4.0 is required.

Application Deadline

The Graduate STEMpath Certificate of Cybersecurity is Fall-start only, please refer to the graduate certificates website for the application deadline.

Credit for Prior Learning or Life Experience

The Graduate STEMpath Certificate of Cybersecurity allows for 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 transferable to the Master of Science in Cybersecurity program.

Readmission Policy

Students who seek readmission and are in good standing should contact the Cybersecurity Program Manager at cybersecurityprograms@msudenver.edu.

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 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

The Graduate STEMpath Certificate of Cybersecurity does not allow any course to count toward either the Bachelor of Science in Cybersecurity or the Master of Science 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.

Students who have an incomplete notation should contact the Cybersecurity Program Manager at cybersecurityprograms@msudenver.edu.

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
- Special Education Added Endorsement Graduate Certificate
- 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 TOEFEL);
- submit the required immigration documents for issuance of an I-20.

Candidate Requirements for Master of Education in Curriculum and Instruction

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 TOEFL);
- 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 Trauma-Informed Practices Certificate Program

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 Trauma-Informed Practices 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

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**
- TEDM 6400 - Responsive Pedagogy **Credits: 3**

Take one of the following courses:

- SEDM 6000 - Leading Inclusive Education for Students with Social Emotional Behavioral Differences **Credits: 3**
- SEDM 6250 - Effective Behavioral Support Systems **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, 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 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 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 three concentrations; Trauma Informed Practices, Inclusive Practices, or Business 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

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.

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

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

Take one of the following courses:

- SEDM 6000 - Leading Inclusive Education for Students with Social Emotional Behavioral Differences **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
- MBA 5510 - Operations and Supply Chain Management **Credits:** 3

Concentration Total: 18 credits

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 whether to incorporate these course types into their programs. Departments, in collaboration with instructors, determine the grade notation framework for their programs' instances of university-wide graduate courses through the curriculum process.

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.

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.

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.

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.

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.

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.

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.

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.

Master of Professional Accountancy

ACCM 5000 - Accounting Ethics, Professionalism, and Leadership

Credits: 3

Prerequisite(s): ACC 3510 or ACCM 5100

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, as individuals and in a position of leadership. 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.

Note: Undergraduate students taking this course should be aware that it is not COF eligible.

ACCM 5020 - Communication and Accounting Research

Credits: 3

Description: This course develops a student's knowledge, skills, and abilities in communication and research in accounting. The course focuses on written and oral communication and accounting research.

ACCM 5050 - Accounting Concepts

Credits: 3

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.

ACCM 5090 - Tax Research

Credits: 3

Prerequisite(s): ACC 3090 or ACCM 5070 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.

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.

ACCM 5200 - Contemporary Auditing Issues

Credits: 3

Prerequisite(s): ACC 3520 or ACCM 5100

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.

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

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

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

ACCM 5650 - Legal Elements of Fraud

Credits: 3

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

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

ACCM 5800 - Governance and Risk Assurance Theory

Credits: 3

Prerequisite(s): ACCM 5020 or ACCM 5050 or ACCM 5100 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.

ACCM 5810 - Small Business Consulting and Accounting

Credits: 3

Prerequisite(s): ACC 3510 or ACCM 5100, and ACC 3400 or ACCM 5400

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

ACCM 5820 - Data Analysis for Fraud and Litigation

Credits: 3

Prerequisite(s): 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 5105

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.

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 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

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.

Hospitality

ACCM 5150 - Hospitality Forecasting, Budgeting, and Revenue Management

Credits: 3

Description: In this course, students develop advanced skills in financial forecasting, budgeting, and revenue management within the hospitality context. Students explore techniques for demand forecasting, pricing strategy, cost control, and profit optimization using real-world data and technology-driven tools. Emphasis is placed on aligning revenue strategies with organizational goals, market conditions, and customer behavior. Students apply industry-standard methods to make data-informed decisions that enhance financial performance and operational effectiveness.

ACCM 5250 - Financial Leadership and Revenue Analytics for Hospitality

Credits: 3

Description: ACCM 5250 equips students with the financial leadership skills and advanced revenue analytics expertise required to drive profitability and operational excellence in hospitality and event organizations. Students explore state-of-the-art forecasting techniques, dynamic pricing strategies, cost optimization methods, and predictive modeling, while applying analytics tools to real-world datasets. Through case studies, simulations, and experiential projects, students develop actionable strategies to evaluate performance, optimize revenues, and lead data-driven decision-making at the executive level.

Master of Science in Business Intelligence

BI 5010 - Business and Economics for Professionals

Credits: 3

Description: In this course, students gain essential knowledge in economics and business, analyzing consumer and producer decision-making, interpreting economic indicators like GDP, inflation, and unemployment, and understanding key business functions and strategic planning. Students learn to interpret financial statements, apply basic accounting principles, and use financial analysis techniques. They also explore marketing concepts, conduct market research, examine consumer behavior, and study organizational behavior, with a focus on leadership and team dynamics.

BI 5050 - Programming and Spreadsheet Modelling

Credits: 3

Description: In this course, students build essential programming skills and master advanced spreadsheet techniques for real-world business applications. Beginning with core programming concepts such as variables, conditionals, loops, and functions, students learn data manipulation within spreadsheets. They explore data wrangling, pivot tables, queries, and analytical tools, gaining hands-on experience with arrays, objects, forms, error handling, and external data management. Through practical applications, students create data models and generate detailed reports. By the course's end, students are proficient in using spreadsheets to analyze data, solve business challenges, and present actionable insights.

BI 5060 - Database Management and Warehousing

Credits: 3

Prerequisite(s): BI 5050

Description: In this course, students learn both foundational and advanced database concepts, from design to management. They start by creating database designs from user requirements and implementing them with up-to-date database tool(s). Key topics include distributed database management, concurrency control, data warehousing, and data mining. As students advance, they develop skills in complex SQL queries and use PL/SQL for building end-user applications. Hands-on experience includes designing, developing, and prototyping functional applications, equipping students with practical skills for real-world database management.

BI 5100 - Data Visualization and Dashboard Design

Credits: 3

Prerequisite(s): BI 5010, BI 5050, MBA 5210

Description: In this course, students develop comprehensive data visualization skills to analyze and communicate insights effectively. They learn to map data to visuals using best practices, assess coordinate systems, scales, and visual encodings for various data types. The course covers techniques for creating statistical graphics that represent distributions, proportions, and hierarchical data. Students also explore principles of figure design, visual perception, and avoiding misleading visuals, along with crafting compelling narratives and dashboard presentations that meet audience needs and address business challenges.

BI 5400 - Generative AI for Businesses

Credits: 3

Prerequisite(s): BI 5100, MBA 5220

Description: In this course, graduate Business Intelligence students explore core concepts and applications of Generative AI in business. They learn the basics of the technology, assess its impact on business operations, and evaluate its advantages and limitations. Students discover how Generative AI can enhance business strategies and, through hands-on exercises, build models to apply Generative AI in real-world business scenarios.

BI 5450 - Data Governance, Security and Ethics

Credits: 3

Prerequisite(s): BI 5060, BI 5100, MBA 5220

Description: In this course, students explore critical areas of data governance, security, and ethics essential for modern organizations. They learn the importance of responsible data management, covering core principles of data governance. Key topics include data security and privacy, ethical considerations in data use, and practical applications of data ethics. The course also addresses data ownership, rights, and emerging issues. Students develop skills to effectively communicate best data practices within their organizations, fostering a culture of data integrity and security.

BI 5900 - Integrated Business Intelligence Projects

Credits: 3

Prerequisite(s): BI 5100, MBA 5220, MBA 5230

Corequisite(s): BI 5400, BI 5450

Description: In the Integrated Business Intelligence Capstone, students engage in a project-based experience, applying business intelligence techniques to solve complex, real-world business challenges. The course begins with a review of essential BI concepts and progresses to hands-on dataset preparation for analysis. Students first tackle individual analyses of complex business problems before moving into team-based projects. The course culminates in a professional presentation of findings to a panel of academic and industry experts.

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 5201 - Managerial Analysis and Decision-Making

Credits: 3

Description: This course provides students with a comprehensive introduction to the fundamentals of quantitative analysis and its applications in the business world. Students will gain a solid understanding of statistical concepts that are a requirement for modern day managers to analyze and make data-driven decisions. By the end of this course, students will be equipped with essential analytical skills and knowledge to understand, analyze, and interpret the data required to make data-driven decisions in various business scenarios.

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 5460 - Investment Theory and Analysis

Credits: 3

Prerequisite(s): MBA 5405

Description: This course is designed to equip students with a comprehensive understanding of the quantitative techniques essential for managing investment portfolios. Through theoretical foundations and practical applications, students will gain the necessary skills to make informed investment decisions.

MBA 5470 - Advanced Portfolio Analysis

Credits: 3

Prerequisite(s): MBA 5405

Description: This course centers on the theory and practice of modern portfolio management. It provides an in-depth exploration of portfolio construction, monitoring, and evaluation, while offering students practical experience through case studies and portfolio simulations. The course covers key topics such as asset pricing models, equity and bond portfolio management, performance evaluation, and emerging trends in professional asset management.

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 5502 - Strategic Project Navigation

Credits: 3

Description: Students explore the development and execution of projects in organizations. They learn the following subjects from the project management perspective: organizational systems, strategic planning, competitive technology, joint ventures, and human resources.

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 5550 - Employee and Labor Relations

Credits: 3

Description: A critical part of managing people is managing conflict. Employees are happier, more productive and more loyal in an organization that handles conflict well. In this course, students learn and use negotiation techniques, conflict resolution techniques, mediation techniques and the skills needed to negotiate with and about labor unions. The class also analyzes the laws that restrict, promote or regulate conflict resolution in the workplace.

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 - Leading through Complexity

Credits: 3

Description: Students will learn and integrate knowledge and practices for leaders to conceptualize and realize organizational transformation for improved effectiveness, better financial performance, and a vibrant culture. Students will utilize 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 as 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 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.

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.

SEDM 6000 - Leading Inclusive Education for Students with Social Emotional Behavioral Differences

Credits: 3

Description: Graduate students practice thinking critically about systems and supports for children with social emotional behavioral

differences in K-12 schools. Participants critique current inequities within the systems and develop a response. They examine roles and responsibilities of educators and service providers, reflect on their positionality within inclusive systems, and create a framework for leadership.

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 repairable 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.

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: This course focuses on K-6 writing instruction, as informed by the Colorado Academic Standards and the Colorado Department of Education Framework for Writing Instruction. Course topics include evidence-based methods for teaching components of the writing process as well as grammar and spelling. Teacher candidates experience and apply instructional methods both in class and in the co-requisite literacy field.

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 Elementary School Mathematics and Science

Credits: 3

Corequisite(s): EDUM 6125

Pre/Corequisite(s): MTLM 5610, EDUM 5650, and EDUM 5660

Description: This course presents an overview of standards-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: This course provides an in-depth exploration of the principles and applications of applied behavior analysis (ABA) and behavior modification techniques. Emphasis is placed on the critical analysis and implementation of systematic behavioral assessments, including comprehensive functional behavior assessments (FBAs) and the development of evidence-based behavior intervention plans (BIPs). Students will engage with advanced classroom intervention strategies and learn to integrate Universal Design for Learning (UDL) principles within diverse educational settings, encompassing both general and special education environments. The course includes a 15-hour field experience.

SEDM 6300 - Assessment and Methods for Emotional and Behavioral Disorders

Credits: 3

Prerequisite(s): SEDM 5000, SEDM 6250

Description: Teacher candidates in this course learn how to select, adapt, design, and implement interventions and support strategies with students with social-emotional-behavioral differences in a variety of settings. Teacher candidates develop and implement a social-emotional-learning (SEL) lesson and create a Behavior Intervention Plan (BIP). Teacher candidates discuss theories of disability and apply special education processes of evaluation, assessment, progress monitoring, and functional assessment. Mental health disorders and trauma informed practices are discussed as they relate to student engagement, learning, and special education services. Teacher candidates engage in a 45-hour field experience at an assigned school during which they apply knowledge and skills learned through this course and program. 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.

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.

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 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, SQL 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 18 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 5001 - MHA Health Administration Internship

Credits: 3

Pre/Corequisite(s): MHA 5000

Description: This course is a structured field experience in which students work under direct supervision of an internship preceptor. Students work with faculty and the internship preceptor to develop goals, objectives and deliverables of the internship. Students function as an integral member of a health care organization to complete a minimum of 135 field hours. The purpose of the course is to obtain first-hand knowledge, apply didactic knowledge, build professional competencies, gain critical thinking skills, collaborate in work teams, and analyze administrative and operational matters.

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 - MHA Comprehensive examination and Capstone Prep

Credits: 3

Pre/Corequisite(s): MHA 5000 AND MHA 5010 AND MHA 5020 AND MHA 5030 AND MHA 5040 AND MHA 5050 AND MHA 5080 AND MHA 5090 AND MHA 5100 AND MHA 5200

Description: Students in this course will be assessed for knowledge, synthesis and comprehension of the MHA program learning outcomes. Considered the pre-requisite to the capstone course. Students will complete a written and/or verbal examination.

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 6300 - MHA Capstone

Credits: 3

Pre/Corequisite(s): MHA 5000 and MHA 5010 and MHA 5020 and MHA 5030 and MHA 5040 and MHA 5050 and MHA 5060 and MHA 5070 and MHA 5080 and MHA 5090 and MHA 5100 and MHA 5200 and MHA 5300

Description: Students in this capstone course will transition from theory to practice. Students will work in teams, led by faculty, using case-based learning. Students actively engage in analyzing a case study to determine causes, implications, strategies etc. Case analysis is shared with the class through discussion or debate, presentation, and/or students prepare a written case analysis. Students will participate in reflection of the MHA program course work, their academic and professional development, and plan for their continued growth.

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.

Coordinated Program

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.

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 5991 - Clinical Lactation Practicum II

Credits: 5

Description: Students in the course will learn hands-on, graduate level practical experiences in the field of lactation. This course will consist of 150 hours of Phase One clinical lactation experience directly supervised by an International Board Certified Lactation Consultant (IBCLC).

NUT 5992 - Clinical Lactation Practicum III

Credits: 1

Description: This graduate-level course provides students with advanced, case-based learning experiences in the field of lactation. Students will complete 16 hours of supervised virtual clinical practice, encompassing both Phase 2 and Phase 3 lactation competencies. Clinical instruction is provided by an International Board Certified Lactation Consultant (IBCLC).

NUT 5993 - Clinical Lactation Practicum IV

Credits: 5

Description: Students in the course will learn hands-on, graduate level practical experiences in the field of lactation. This course will consist of 150 hours of Phase 2 and Phase 3 graduate in person clinical lactation experience directly supervised by an International Board Certified Lactation Consultant (IBCLC).

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.

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 - The Art of Theoretical Inquiry: Social Work Theories Over Time

Credits: 3

Prerequisite(s): Formal acceptance into the MSW Program.

Corequisite(s): SWKM5425

Description: Learners 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. Learners will gain an understanding of how their personal experiences and affective reactions may impact their ability to effectively engage and assess diverse systems. In addition, this course will delve into the distinctions between theories, models, paradigms, perspectives, and other conceptual frameworks, equipping learners with the necessary analytical tools to navigate the complexities of social work theory and practice effectively. Learners will leave with a solid generalist theoretical foundation upon which to expand their social work practice.

SWKM 5425 - Exploring the Foundations of Justice

Credits: 3

Prerequisite(s): Formal acceptance into the MSW Program.

Corequisite(s): SWKM 5400

Description: Learners in this foundation year course will explore the foundations of justice, using a generalist practice lens. Beginning with a journey through historical, often unexamined, narratives and contributions from diverse voices to contextualize contemporary social work values and practices and encourage a re-imagining of social work futures. Learners will understand how diversity and difference characterize and shape human experience and are critical to identity formation. Learners in this course will understand that, because of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. As well as exploring their own privileged and oppressed identities through a critical lens that incorporates elements of their own socialization, intersectionality's, and biases. In addition, learners will recognize the importance of approaching social work from an integrated lens that acknowledges influences at the individual, family, group, organizational, and community system levels. Learners will discuss and strategize ideas 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 as they work toward promoting multicultural humility.

SWKM 5450 - Deconstructing Social Policy: Critical Analysis for Change

Credits: 3

Prerequisite(s): Formal acceptance into the MSW Program.

Pre/Corequisite(s): SWKM 5400, SWKM 5425

Description: This foundational course on social work policy practice provides the learner with invaluable generalist practice skills to navigate the intricate landscape of social policy at local, state, and federal levels. Through a culturally informed critical lens, learners will analyze the historical, social, cultural, economic, and political influences that shape social policy, empowering them to champion equity, social justice, and anti-oppressive practices. Learners will delve into theoretical frameworks and legislative processes which will equip them with the necessary tools to assess, influence, and interrogate policies that impact service delivery and access to vital social services to historically discriminated populations and communities. Through applied analyses, learners develop skills in various methods of policy analysis enabling them to critique and evaluate social policies for lasting and equitable change.

SWKM 5475 - Legal Issues Impacting Social Work Practice

Credits: 3

Prerequisite(s): SWKM 5400 and SWKM 5425, or SWKM 6400 and Formal acceptance into the MSW Program.

Description: The course provides learners 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. Learners will be able to identify legal issues and understand the process of working in an interdisciplinary manner with culturally diverse populations who may be treated differentially by the court system. Learners will also understand the process of promoting client rights and humane laws including adequate representation in the legal system by advocating at multiple levels.

SWKM 5500 - Integrating Research and Evaluation into Social Work Practice

Credits: 3

Prerequisite(s): Formal acceptance into the MSW Program.

Pre/Corequisite(s): SWKM 5400, SWKM 5425

Description: Students will learn the fundamental principles, methodology, and techniques of social research as applied to social work practice themes. Students will develop 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 course will serve as a foundation for students to

subsequently exercise leadership through their ability to be good consumers of research.

SWKM 5575 - Groups and Teams: Collective Action for Change

Credits: 3

Prerequisite(s): Formal acceptance into the MSW Program.

Pre/Corequisite(s): SWKM 5400, SWKM 5425

Description: Groups are the essential system for understanding human behavior in social contexts. All human society is founded upon groups (especially when families are viewed as specialized groups) and as such are an essential part of social justice practice. Groups have always been a central force for collective action for change in clinical and community contexts. Central constructs of group processes including group development, dynamics, and roles are considered. Learners will develop knowledge and skills as a generalist social worker in inter-professional practice and as a facilitator of groups in clinical, community and organizational practice. Learners will be involved in discussion, experiential activities and lectures in order to build knowledge, values and skills in group work practice.

SWKM 5600 - Co-creating Change with Individuals and Families

Credits: 3

Prerequisite(s): Formal acceptance into the MSW Program.

Pre/Corequisite(s): SWKM 5400, SWKM 5425

Description: Through integrating anti-oppressive practice, trauma-informed care, and related critical practices, this course will provide social work students with foundational generalist practice skills for eliciting the change process with the wondrous constellation of individuals and families. Building upon self-knowledge developed during previous courses, learners will identify how social work practice is shaped by their identities, experiences, and biases and how to examine, challenge, and reimagine their approach. Learners will integrate social-justice informed practice with traditional social work approaches. To develop and practice these skills, learners will engage in a semester long project involving self-reflection, self-observation, peer support, supervisory feedback, and practical clinical writing.

SWKM 5625 - Foundation Internship Experience I

Credits: 3

Prerequisite(s): Formal acceptance into the MSW Program.

Pre/Corequisite(s): SWKM 5400, SWKM 5425 and SWKM 5575, or SWKM 5600, or SWKM 5650

Description: This is the first course in a two-semester course sequence and concurrent internship. This sequence is a dynamic blend of classroom learning and real-world experience. In Foundation Internship Experience I, learners will lay the foundation and begin to weave academic coursework and internship experiences together to actively demonstrate the linking of theory to practice. Learners will sharpen their critical thinking by examining ethical challenges in the internship, beginning to navigate cultural humility, and developing an emerging professional identity rooted in social work knowledge, values, and skills. Learners are expected to demonstrate growth

towards all 9 core social work competencies (CSWE EPAS 2022). Under the supervision of a professional social worker in the community, learners will simultaneously complete agency internship hours (at least 200 hours per semester is required by CSWE accreditation standards) with diverse and/or historically discriminated individuals, families, groups, communities, and/or organizations. The total number of hours will be determined by the Office of Social Work Internships and informed by agency, programmatic, societal, environmental, and/or policy-related factors.

SWKM 5650 - Organizational Transformation: Empowering Communities

Credits: 3

Prerequisite(s): Formal acceptance into the MSW Program.

Pre/Corequisite(s): SWKM 5400, SWKM 5425

Description: In this generalist practice course, learners will gain an in-depth understanding of the knowledge and skills for creating systems change at the organization and community levels. Learners will critically assess root causes of issues impacting clients and constituents as they examine frameworks, develop practical skills and implement ethical decision-making necessary for effective community social work practice. By gaining skills in community needs assessment, ethical decision making, and anti-oppressive change management with diverse communities, learners will be empowered to become agents of change and transformation.

SWKM 5675 - Foundation Internship Experience II

Credits: 3

Prerequisite(s): SWKM 5400, SWKM 5425, and SWKM 5625.

Formal acceptance into the MSW Program.

Description: This is the second course in a two-semester internship experience course sequence and concurrent internship. This sequence is a dynamic blend of classroom learning and real-world experience. Building on the previous semester, learners in Foundation Internship Experience II will elevate their practice and deepen their engagement as their roles and responsibilities evolve alongside increased responsibility. Learners will develop the ability to effectively articulate their social work professional ideology and theoretical framework in the context of social work practice and critically reflect on advanced ethical practice, professional networking, and career development. Learners are expected to demonstrate competence in all nine core social work competencies (CSWE EPAS 2022). Under the supervision of a professional social worker in the community, learners will simultaneously complete agency internship hours (at least 200 hours per semester is required by CSWE accreditation standards) with diverse and/or historically discriminated individuals, families, groups, communities, and/or organizations. The total number of hours will be determined by the Office of Social Work Internships 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): SWKM 5400 and SWKM 5425, or SWKM 6400

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 6095 - Social Work and Addiction

Credits: 3

Prerequisite(s): SWKM 5675 or SWKM 6400

Description: In this elective course, learners 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. Learners will explore how substances affect people throughout their lifespan, including direct effects on the person who uses substances and their families and communities. Learners 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): SWKM 5400 and SWKM 5425, or SWKM 6400

Description: This course prepares learners 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, and social, economic, and environmental justice.

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

Description: This course provides a bridge for all MSW students entering MSU Denver in the concentration year (Advanced Standing and Transfer). Learners will develop connections to other entering students. Learners will develop an understanding of graduate level expectations for concentration year students at MSU Denver. Learners will review, refresh and demonstrate proficiency with foundational elements including generalist practice, theory (including ADEI), research, and policy to ensure students' readiness for concentration year graduate-level course work. Learners will also ensure their readiness to pursue the Advanced Integrative Practice Competencies that are in line with the Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS).

SWKM 6425 - Advancing Justice in Organizations and Communities

Credits: 3

Prerequisite(s): SWKM 5400, SWKM 5425, SWKM 5450, SWKM 5500, SWKM 5575, SWKM 5600, SWKM 5650, SWKM 5675 or SWKM 6400

Description: Advancing Justice in Organizations and Communities is an advanced integrative practice class. This course builds upon the foundational generalist social work education. This course is fundamental to your development as a social work leader, providing practical leadership and organizational management to thoughtfully create and sustain social work programs in organizations and communities. Learning objectives focus on strategic leadership, introducing learners to management, assessment, strategic analysis, development, planning, execution, and evaluation. Synthesis in the course takes place when the learner has the capacity to implement culturally-responsive and evidence-informed theories to develop and support programming focused on socially-just organizational and community interventions.

SWKM 6450 - Advanced Application of Clinical Social Work

Credits: 3

Prerequisite(s): SWKM 5400, SWKM 5425, SWKM 5450, SWKM 5500, SWKM 5575, SWKM 5600, SWKM 5650, SWKM 5675 or SWKM 6400

Description: Learners will build on their generalist practice foundation by infusing a clinical perspective into the development of an Advanced Integrative Practice framework for clinical social work. Through the lens of ADEI and trauma-informed care, learners will actively engage, examine, and apply diverse clinical practices, serving individuals, groups, and families. Central to this course, learners will critically assess their own identities, biases, values, and

strengths in the context of clinical practice, leading to the development of their identity as a clinical social worker.

SWKM 6475 - Advanced Policy Advocacy Practice

Credits: 3

Prerequisite(s): SWKM 5400, SWKM 5425, SWKM 5450, SWKM 5500, SWKM 5575, SWKM 5600, SWKM 5650, SWKM 5675 or SWKM 6400

Description: This is an advanced-level policy course in which learners explore challenges confronting society with regard to local, state, national and global policy practice and advocacy within advanced integrative practice perspectives/framework. Learners examine and critically interrogate and analyze current social policies and trends in existing social service delivery systems. There is an emphasis on advancing policy agendas for changes at all levels through evidence-based policy practice paradigms. Learners explore the impact of current policy and potential reforms on individuals, families, groups, organizations and communities with particular attention on those who have experienced historical discrimination.

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): SWKM 5675 or SWKM 6400

Description: Learners focus on effective responses to crisis and interpersonal violence at the micro, mezzo and macro levels from a national and global perspective. Learners are introduced to conceptual frameworks for crisis intervention aimed at supporting people exposed to trauma and decreasing the risks of long-term negative consequences. Learners focus 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. Learners 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): SWKM 5400 and SWKM 5425, or SWKM 6400

Description: Learners focus on social work in health care throughout multiple systems and settings from strengths-based and ecological perspectives. Learners engage with information required to work in and provide leadership within health care from primary care, to inpatient and community-based services and program delivery settings. Learners 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. Learners will also examine 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): SWKM 5400 and SWKM 5425, or SWKM 6400

Description: Learners will 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 will demonstrate competency 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): SWKM 5675 or SWKM 6400

Description: Learners will examine 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. Learners will explore the difference between the required knowledge competence, skill development, values and ethics for administrative supervision, clinical supervision, consultation and advising. Learners will examine how multicultural humility affects their competency in

their supervisory relationships. Learners 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. Learners should consider this course if they are seeking leadership/supervision positions in either clinical or community settings.

SWKM 6645 - Organizational Development and Change

Credits: 3

Prerequisite(s): SWKM 5400, SWKM 5425, and SWKM 5650, or SWKM 6400

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): SWKM 5400 and SWKM 5425, or SWKM 6400

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): SWKM 5400, SWKM 5425, and SWKM 5575, or SWKM 6400

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): SWKM 5400 and SWKM 5425, or SWKM 6400

Description: In this course, learners will examine 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. Learners will consider 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. Learners will gain a philosophical and theoretical framework to consider all experiential forms of practice appropriate to a practitioner's context and scope of practice. Learners will also examine the cultural relevance of specific forms of experiential practice.

SWKM 6665 - Adventure and Wilderness-Based Practice

Credits: 3

Prerequisite(s): SWKM 5400 and SWKM 5425, or SWKM 6400

Description: In this course learners examine 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 includes 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 of 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. Learners will also consider appropriate cultural engagement in the use of adventure and wilderness activities.

SWKM 6670 - Trauma-Informed Social Work Practice

Credits: 3

Prerequisite(s): SWKM 5400 and SWKM 5425, or SWKM 6400

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): SWKM 5675 or SWKM 6400

Description: In this course learners examine chronic illness and disability, serious and/or life-threatening illness, and end of life among adults. Learners focus 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, significant supports, and communities. Learners 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. Learners will also consider relevant social and health service systems and policies intended to support those with chronic illness and disability and explore ways to provide effective service.

SWKM 6680 - Vital Skills for Late Life Populations

Credits: 3

Prerequisite(s): SWKM 5400 and SWKM 5425, or SWKM 6400

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 healthcare settings. Assuming some foundation knowledge, learners will briefly review content concerning the aging relevant social service delivery systems in the US, social work practice methods, and values. Learners will attain a 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. Learners will be exposed to interprofessional education relevant to working with this population and learn the competencies of social workers serving on interdisciplinary teams. 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): SWKM 5400, SWKM 5425, and SWKM 5600, or SWKM 6400

Description: This course focuses on couples and families as units of assessment and intervention in clinical social work practice. Learners will examine theoretical perspectives and therapeutic modalities to explore and analyze relational dynamics, and interactional patterns within couples and families. Learners will learn to apply techniques of intervention to diverse families with varied systems 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 - Developing the Capstone Project

Credits: 3

Prerequisite(s): SWKM 5400, SWKM 5425, SWKM 5450, SWKM 5500, SWKM 5575, SWKM 5600, SWKM 5650, SWKM 5675 or SWKM 6400

Corequisite(s): SWKM 6725

Description: This is the first course in the Capstone sequence. This course gives learners the opportunity to integrate and apply foundational social work knowledge and skills such as theories of practice and evidence-based approaches by proposing and then conducting a field-based evaluation or agency resource project. Capstone builds upon the Advanced Integrative Practice perspective by providing learners the opportunity to assess complex systems, consider alternative interventions, and advocate for an evidence-informed, culturally relevant idea within a field-based setting. Learners are expected to demonstrate the following: integrate foundational concepts and theoretical frameworks, conduct critical analyses and effective utilization of published research, and apply self-reflexivity and anti-oppressive principles. During the course, learners will develop the knowledge and skills to prepare an agency resource, or program evaluation proposal aimed to improve practice, policy, and/or programming. At the end of this course, the learner will seek and obtain approval for their Capstone project.

SWKM 6705 - Justice, Equity and the Law in Child Welfare

Credits: 3

Prerequisite(s): SWKM 5475, SWKM 5675, SWKM 6400

Description: In this course, learners will explore the role of social workers in the field of child protection, child welfare, delinquency, truancy and family law. Learners 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. Learners 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): SWKM 5400 and SWKM 5425, or SWKM 6400

Description: In this course learners examine 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, learners also examine the experiences of LGBTQAI+ people of color, persons with disabilities, gender identity/expression, and 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): SWKM 5400 and SWKM 5425, or SWKM 6400

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. In this course, learners will focus on the social work profession's response to human trafficking through the 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): SWKM 5675 or SWKM 6400

Description: In this course, learners will gain an in-depth understanding of factors correlated with the mental health and development of infants and toddlers. Learners will apply psychodynamic, developmental, learning, and attachment theories as lenses for comprehensive assessment. Maternal mental health and the quality of attunement between the infant and the primary caregiver will be studied as influential factors in the developing child. Models of intervention will be explored, as will the role of advocacy for social change and the prevention of future adverse childhood experiences.

SWKM 6725 - Advanced Internship Experience I

Credits: 3

Prerequisite(s): SWKM 5400, SWKM 5425, SWKM 5450, SWKM 5500, SWKM 5575, SWKM 5600, SWKM 5650, SWKM 5675 or SWKM 6400

Corequisite(s): SWKM 6700

Description: The Advanced Internship Experience I course is the first of a two-semester sequence and concurrent internship that combine to develop your advanced integrative practice perspective serving diverse, historically discriminated against, and oppressed client populations. Learners will build upon their Foundational Practice Experience to further develop their skills with individuals, families, groups, communities and organizations through demonstrating social work knowledge, ethics, values, and skills in a community-based social work setting. The course's Seminar component provides a collaborative learning environment for reflecting on professional growth within your agency centering on the core CSWE Social Work Competencies. Learners will complete agency internship hours (at least 250 hours per semester is required by CSWE accreditation standards). Total number of hours will be determined by the Office of Social Work Internships (OSWI) and informed by agency, programmatic, societal, environmental, and/or policy-related factors.

SWKM 6730 - Anti-Racist SWK Practice

Credits: 3

Prerequisite(s): SWKM 5400 and SWKM 5425, or SWKM 6400

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, learners 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. Learners will implement and evaluate anti-racist practices and further their understanding of systemic issues that impact clients and their communities.

SWKM 6750 - Implementing the Capstone Project

Credits: 3

Prerequisite(s): SWKM 6700

Corequisite(s): SWKM 6775

Description: This is the second course in the Capstone sequence. This course gives learners the opportunity to integrate and apply Advanced Integrated Practice knowledge and skills such as the interpretation of evaluation data or delivery of evidence-based interventions by implementing a field-based program evaluation or agency resource project. Learners are expected to demonstrate the following: integrate foundational concepts and theoretical frameworks, conduct critical analyses and effective utilization of published research, and apply self-reflexivity and anti-oppressive principles. Learners will implement the project proposed in the first course in the capstone sequence. Following the implementation of the project, learners will provide evidence-based recommendations to improve practice, policy, and/or programming at the individual, family, group, organizational, and/or community levels. Learners will write a report detailing the evaluation findings or final product and reflecting on implications for professional practice.

SWKM 6775 - Advanced Internship Experience II

Credits: 3

Prerequisite(s): SWKM 6725

Corequisite(s): SWKM 6750

Description: The Advanced Internship Experience II course is the second of a two-semester sequence and concurrent internship that moves your integrative practice skills serving diverse, historically discriminated against, and oppressed client populations in a purposeful way toward professional practice. Learners will continue to advance their knowledge and refine their skills with individuals, families, groups, and larger systems. Learners will demonstrate these skills, social work knowledge, ethics, and values in a community-based social work setting. The course's Seminar component provides a collaborative learning environment for reflecting on professional growth and integrating the core CSWE Social Work Competencies to practice in your internship agency and preparing for your professional 'next steps'. Learners will complete agency internship hours (at least 250 hours per semester is required by CSWE accreditation standards). Total number of hours will be determined by the Office of Social Work Internships (OSWI) and informed by agency, programmatic, societal, environmental, and/or policy-related factors.

Master of Science in Speech-Language Pathology

SLHS 5110 - Language and Literacy: Birth to Five

Credits: 3

Description: Students will learn theoretical bases, etiology, and clinical characteristics of multiple developmental language disorders and subsequent effects on pre-literacy skills. Students will situate language disorders in the context of overall developmental milestones and other related disorders. Clinical assessment and intervention approaches for early intervention (birth - three) and preschool (three to five-years old) related to language and literacy will be explored. Students will evaluate current research related to emerging language and pre-literacy assessment and intervention along with considering the importance of inter-professional collaboration and cultural-linguistic humility related to this population.

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

SLHS 5120 - Acquired Neurogenic Disorders I

Credits: 3

Description: Students are provided 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 acquired language disorders such as aphasia and alexias, 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 - Language and Literacy: School Age

Credits: 3

Description: Students will expand their knowledge of developmental language disorders affecting school-age children (aged 6 to young adult) as well as the impact of literacy delays and disorders on academic, vocational, and general communication skills. Assessment and intervention approaches for school-age populations, including transition planning and team collaboration, will be highlighted. Students will evaluate current research related to language and literacy assessment and intervention specific to this population, along with considering the importance of inter-professional collaboration and cultural-linguistic humility.

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 II

Credits: 3

Description: Students are provided with the requisite knowledge to assess and treat adult populations with aphasia 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 aphasia, apraxia, and dementia. Special consideration will be given to service delivery with diverse populations and culturally-informed practices. Students will evaluate published research and apply findings to clinical cases.

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

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 and Differences

Credits: 2

Description: Students examine the etiology, characteristics, and clinical assessment and treatment of fluency disorders and differences, including stuttering, cluttering, and other disfluencies, 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 5310 - Foundations of Clinical Practice in Speech Language Pathology

Credits: 3

Description: Students explore an overview of therapeutic knowledge and skills needed to provide speech-language pathology clinical services. Specific areas covered include levels of professional

evidence, therapeutic alliance, professional communication and clinical documentation, as well as data collection and interpretation. Students are introduced to ethical considerations and speech-language pathology scope of practice. Special attention is given to supporting diverse populations through culturally informed and reflective practices as well as models of clinical education.

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

SLHS 5320 - Assessment in Speech-Language Pathology

Credits: 3

Pre/Corequisite(s): SLHS 5310

Description: Students examine assessment of speech-language functioning and disorders for populations across the lifespan including speech, language, and voice disorders. Critical thinking, planning, and analysis of informal and formal assessments will be discussed. Special consideration will be given to culturally responsive and evidence-based assessment approaches for culturally diverse populations. Students will complete activities and assignments related to the assessment process, including clinical case studies, writing, and reporting results.

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: Students will explore evidence-based practice in speech-language pathology including experimental, observation and filtered research methodologies, common statistical analyses, data visualization, and research ethics. They will critically appraise quantitative and qualitative methodologies and apply their findings through case-based learning. Students will initiate scholarship projects that will be carried through the graduate program.

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

SLHS 5360 - Therapeutic Engagement in Speech-Language Pathology

Credits: 3

Prerequisite(s): SLHS 5310

Pre/Corequisite(s): SLHS 5320

Description: Students examine counseling theories and clinical approaches to support behavior change in individuals with communication disorders/differences. Common factors that influence therapeutic relationships are explored with a focus on developing students' counseling competencies. The emotional reactions to communication disorders/differences among diverse populations are considered along with the speech-language pathologist's role in supporting clients/families as well as their own well-being.

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 6000 - Speech-Language Pathology Clinical Skills Lab

Credits: 1

Prerequisite(s): SLHS 5310

Corequisite(s): SLHS 6100

Description: Students gain experience with entry-level clinical skills required for speech-language pathology service delivery through a guided skills laboratory. Following individual and group-based instruction and practice, students are evaluated for skill acquisition through structured clinical examinations. Students participate in multimodal instruction, skill practice, and evaluation of clinical competency.

Note: *Students must achieve a 3.0 or better on clinical competency rating scales in order to pass skills lab.*

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: Students bridge didactic coursework to onsite clinical experiences serving clients with diverse communication needs (SLHS 6100 corequisite). Students learn about and prepare for clinical externships and fellowships. Emphasis is on billing, clinical documentation and reporting processes as well as clinical decision making and reflective practice.

Note: *This course is repeatable for a maximum of two 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 5310, SLHS 5320, SLHS 5340, and SLHS 6100 or permission of instructor

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 5340; SLHS 5320; SLHS 5310; SLHS 6100

Corequisite(s): SLHS 6200

Description: Students examine setting-specific considerations for service delivery concurrent with their participation in Clinical Practicum II (SLHS 6200). Contemporary professional issues, practice competencies, and interprofessional, team-based collaborative care are emphasized with the goal of preparing students for workforce readiness. Students develop a professional portfolio that reflects cumulative work and captures growth in knowledge and skills.

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.*

Hospitality

HLDR 5010 - Global Event Operations

Credits: 3

Description: Students in this course examine the operational complexities of global events and their role within the international hospitality, tourism, and leisure sectors. Students will analyze the development, management, and evaluation of large-scale events across diverse cultural, economic, and political environments. Emphasis is placed on concept design, global marketing strategies, budget planning, and measuring economic and social impacts using industry white papers, DMO reports, and journal articles.

HLDR 5030 - Hospitality Contracts, Risk, and Compliance

Credits: 3

Description: Students in this course are equipped with critical knowledge of contracts, risk management, and compliance frameworks within the hospitality and events industry. Students develop the ability to analyze and draft contracts, assess potential risks, and implement strategies that safeguard organizations from legal, financial, and reputational challenges. Through case studies

and applied learning, they gain skills to anticipate crises, negotiate effectively, and ensure ethical and legal compliance in diverse global contexts. As a core requirement, the course prepares future leaders to manage multimillion-dollar agreements, protect organizational interests, and respond with confidence to crises such as cancellations, natural disasters, and regulatory violations.

HLDR 5040 - Advanced Hospitality Technology

Credits: 3

Description: Students in this course explore the strategic integration of emerging and advanced technologies within the hospitality and tourism industry. Students critically evaluate applications of AI, big data, robotics, blockchain, IoT, AR/VR, and advanced PMS/POS systems to enhance operational efficiency, guest experience, sustainability, and competitive advantage. Through case studies, applied research, and experiential projects, students develop the skills to assess technology trends, measure organizational impacts, and lead innovation strategies at the executive level.

HLDR 5100 - Foodservice Operations in Hospitality and Events

Credits: 3

Description: Students in this course examine the strategic, ethical, and sustainable management of foodservice operations across hospitality and event settings. Students will analyze procurement systems, vendor contracts, budget development, guest satisfaction, and service delivery in both permanent and temporary environments. Emphasis is placed on leadership, stakeholder engagement, and ethical decision-making in foodservice systems ranging from institutional cafeterias to large-scale events.

HLDR 5200 - Strategic Talent Leadership in Hospitality

Credits: 3

Description: Students in this course diagnose, design, and evaluate people systems that drive service quality, brand consistency, and unit profitability in labor-intensive, high-turnover hospitality settings. Students synthesize research and practice to craft an integrated talent strategy for hotels, restaurants, resorts, clubs, and attractions. Formal analysis and case studies examine high-performance work systems designed to lift service quality and financial performance by enhancing employee's ability, motivation, and opportunity to perform.

HLDR 5300 - Advanced Hospitality Marketing and Sales

Credits: 3

Description: Students In this course engage in advanced analysis of marketing and sales strategies within the hospitality and events sectors. Students examine global market trends, consumer behavior, segmentation, branding, and integrated digital strategies through a strategic and data-driven lens. Emphasis is placed on leadership in marketing decision-making, revenue generation, and the development

of comprehensive marketing and sales plans tailored to diverse hospitality and events settings.

HLDR 5340 - Hospitality Data Interpretation and Visualization

Credits: 3

Description: Designed for graduate students preparing for leadership roles in the hospitality and events sectors, students in this course develop advanced data analysis skills and strategic thinking necessary for interpreting and applying consumer and operational data. Using examples from case studies and industry datasets, students will explore how to extract meaningful insights, identify trends, and translate data into evidence-based decisions that can enhance guest experience, streamline operations, and maximize event impact. The course emphasizes clear communication of insights and hands-on training with softwares such as Tableau, enabling students to create interactive dashboards and present data in impactful, decision-ready formats. By the end of the course, students will be equipped to leverage data as a key driver of innovation, strategic planning, and organizational success in a competitive, data-driven hospitality landscape.

HLDR 5350 - Strategic Hospitality Resource Management

Credits: 3

Description: Students in this graduate-level course explore the strategic identification, deployment, and optimization of key resource categories essential to hospitality operations: facility systems, talent, and supply chain. Students examine critical infrastructure systems-including power, HVAC, security, and event-specific technologies-and assess their roles in ensuring safety, environmental stewardship, and operational efficiency. Talent resource topics include recruitment, structured coaching, leadership models, and career path development, with a strong emphasis on performance management and self-leadership. The course also provides a deep dive into hospitality supply chain systems, including sourcing strategies, procurement logistics, risk mitigation, and sustainability initiatives. Through case studies and applied projects, students develop advanced resource management skills and formulate actionable strategies that align with long-term organizational and personal professional goals.

HLDR 5380 - Graduate Internship In Hospitality and Events

Credits: 3

Description: Students in this course engage in supervised, graduate-level internships within the hospitality, tourism, or event industries. Students apply advanced academic knowledge in a professional setting while developing leadership, communication, and problem-solving skills. Emphasis is placed on reflective learning, goal-setting, and connecting industry experience with broader academic and career objectives. Internship experiences are tailored to support individual career paths and deepen understanding of real-world organizational practices and challenges.

HLDR 5500 - Best Practices of Hospitality and Event Startups

Credits: 3

Description: Students in this course explore best practices in launching, managing, and scaling innovative ventures in hospitality, tourism, and event industries. Through global case studies and applied projects, students examine service innovation strategies, funding models, operational frameworks, and the design of guest experiences. Emphasis is placed on real-world applications, technology integration, and sustainability-driven business models. The course prepares students to critically evaluate emerging opportunities and develop strategic insights into innovative service design and venture growth.

HLDR 5500 - Best Practices of Hospitality and Event Startups

Credits: 3

Description: Students in this course explore best practices in launching, managing, and scaling innovative ventures in hospitality, tourism, and event industries. Through global case studies and applied projects, students examine service innovation strategies, funding models, operational frameworks, and the design of guest experiences. Emphasis is placed on real-world applications, technology integration, and sustainability-driven business models. The course prepares students to critically evaluate emerging opportunities and develop strategic insights into innovative service design and venture growth.

HLDR 5540 - Experience Management and Service Innovation for Hospitality and Events

Credits: 3

Description: The hospitality, tourism, and events industries are rapidly shifting towards experience management. In this course, students will examine the strategic application of experience management and service innovation to craft meaningful and memorable experiences for customers and employees alike. Students will explore evidence-based quantitative and qualitative tools, including customer journey maps and customer personas, to strategically design compelling experiences. Students will also explore use design tools, methods, and frameworks to effectively implement and continuously improve services that delight both customers and employees. This course will also consider how artificial intelligence is impacting experience management and service design.

HLDR 5600 - Leadership in Hospitality Organizations

Credits: 3

Description: Students in this course analyze, apply, and communicate contemporary leadership concepts within hospitality organizations. Through case studies, structured discussions, and executive-style presentations, students diagnose leadership problems, design interventions, evaluate ethical and inclusion trade-offs, and

reflect on their leadership practice. Priority emphasis includes transformational and ethical leadership; team and cross-functional leadership; change/crisis leadership; inclusive and cross-cultural leadership; influence and power; and other current hospitality leadership challenges and approaches.

HLDR 5668 - Design Thinking in Event Planning

Credits: 3

Description: Students in this course are challenged to reimagine event planning through the principles of design thinking, blending creativity with strategy to craft transformative event experiences. Students engage in empathy-driven research, ideation, prototyping, and testing to address complex challenges while developing robust event planning strategies grounded in market insights. The course emphasizes innovation and practicality, equipping students to conduct market analysis, develop and manage budgets, and apply project management tools for flawless execution. It also examines strategies for creating engaging content and experiences, launching targeted marketing campaigns, and managing stakeholders effectively.

HLDR 5678 - Advanced Event Fundraising and Sponsorship

Credits: 3

Description: Students in this advanced course examine the strategic development and evaluation of fundraising and sponsorship programs for meetings and events, encompassing both domestic and global contexts. Participants will master the art of designing comprehensive and impactful initiatives that align with organizational objectives and maximize revenue generation. Through case studies, practical exercises, and discussions on emerging trends, students will develop the expertise to strategically apply AI to enhance their event fundraising and sponsorship programs, ensuring greater efficiency, effectiveness, and sustainable growth for their organizations worldwide.

HLDR 5700 - Hospitality and Tourism Economics

Credits: 3

Description: Students in this course will learn to analyze and critically assess the economic dimensions of the tourism industry. The course covers foundational microeconomic and macroeconomic principles as applied to tourism, including demand and supply analysis, market structures, tourism investment and economic impact assessment. The course also examines the economic valuation of natural and cultural resources, and policies that balance economic growth with social and environmental sustainability. Students will explore the role of government policy in developing and managing tourism responsibly and sustainably, covering concepts such as urban regeneration and gentrification, sustainable and regenerative growth, overtourism and ethical resource management.

HLDR 5800 - Executive Applications in Hospitality and Events

Credits: 3

Description: Students in this course culminate their graduate studies by integrating and applying advanced knowledge and skills in hospitality and event management. Students lead the design and execution of complex, real-world projects, incorporating strategic decision-making, innovation, and professional standards. An interdisciplinary approach allows students to address the interconnected dimensions of the industry, critically evaluate challenges, and develop evidence-based solutions. The course fosters autonomous learning, reflection, and the practical application of leadership and management principles in professional hospitality and event contexts.

HLDR 5850 - Graduate Thesis in Hospitality and Events

Credits: 3

Description: The Graduate Thesis serves as a culminating scholarly experience for students in the Master of Science in Hospitality Leadership and the Master of Science in Event and Experience Management. In this course, students independently design, execute, and present original research that addresses a significant issue in hospitality, tourism, or event management. Students apply and integrate the theoretical knowledge and methodological skills gained throughout the program to investigate a research problem of their choice.

Guided by a faculty advisor, students develop a research proposal, conduct a comprehensive literature review, apply appropriate research methods, and analyze data to generate meaningful findings and implications for the field. The course emphasizes critical thinking, academic writing, and professional presentation skills. Completion of the thesis demonstrates mastery of graduate-level scholarship and contributes to advancing knowledge and practice in the hospitality and events industries.

Students must complete either this course or the Executive Applications in Hospitality and Events (Capstone) course as a graduation requirement.

HLDR 5910 - Special Topics in Hospitality and Events

Credits: 1-3

Description: Students in this course investigate specialized and emerging topics in hospitality and event management that reflect current trends, challenges, and innovations in the industry. Designed to provide flexibility within the curriculum, this course allows for focused exploration of timely subjects through critical analysis, applied learning, and industry-informed perspectives. The course may be repeated under different topic titles.

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Graduate Program Directors

Master of Business Administration	Rey Hernandez-Julian, Ph.D.
Master of Science in Clinical Behavioral Health, Emphasis in Addictions Counseling	Patrick Griswold, M.S., M.Ed.
Master of Education in Curriculum and Instruction	Brittany Lane, Ph.D.
Master of Science in Cybersecurity	LiYing Li, Ph.D.
Master of Health Administration	Garrett Chism, MBA
Master of Science in Nutrition and Dietetics	Jesse Lunsford, Ph.D.
Master of Professional Accountancy	Letitia Pleis, Ph.D.
Master of Social Work	Kristen N. Atkinson, Ph.D.
Master of Speech-Language Pathology	Kathryn Hardin, Ph.D.
Master of Arts in Teaching	Brittany Lane, Ph.D.
Master of Science in Business Intelligence	Abel Moreno, Ph.D.
Master of Science in Event and Experience Management	Kiyan Shafieizadeh, Ph.D.
Master of Science in Hospitality Leadership	Kiyan Shafieizadeh, Ph.D.

For faculty listings, please consult the Faculty page.

For a specific staff listing, please consult the university directory.

Faculty

- [Master of Business Administration Faculty](#)
- [Master of Science in Business Intelligence 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 Science in Event and Experience Management](#)
- [Master of Science in Hospitality Leadership](#)
- [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. Nominations for 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. Angela Busila, Assistant Professor of Accounting
BSBA, University of Missouri; MBA, Northern Illinois University; Ph.D., Saybrook 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, Associate Professor of Computer Information Systems and Business Analytics
B.A., M.A., Middlesex University of London; Ph.D., University of Pecs-Hungary

Ms. Laurel Lane, Lecturer of Marketing
B.A., University of Houston; M.A., University of Colorado

Dr. Sabrina Mlodzianowska, Lecturer of Economics
M. Econ., Ph.D. University of Gdansk, Poland. M.B.A, Simon Fraser University

Dr. Alexandre Padilla, Chair and Professor of Economics
BS, Universite de Droit, d'Economie, et des Sciences d'Aix-Marseille III; MA., Universite de Droit, d'Economie, et des Sciences d'Aix-

Marseille III; PhD, Universite de Droit, d'Economie, et des Sciences d'Aix-Marseille III

Dr. Neil Pollard, Assistant Professor of Management
B.A., Brock University, M.B.A., Griffith University; Ph.D., University of Denver

Dr. Chandler Reilly, Assistant Professor of Economics
BA, University of California-Riverside; MA George Mason University; Ph.D., George Mason University

Dr. Ugur Sener, Assistant Professor of Business Analytics
BS, Middle East Technical University; MBA, Beykent University; Ph.D., Istanbul Aydin University

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. Chao Wei, Assistant Professor
BS, Dalian University of Technology; MS, Illinois Institute of Technology; Ph.D., University of Texas at El Paso

Dr. Lina Xu, Assistant Professor of Marketing
BS, Wuhan University of Technology; MS, Huazhong University of Technology; Ph.D., New Mexico State University

Master of Science in Business Intelligence Faculty

Mr. Ben Flebbe, Lecturer Computer Information Systems and Business Analytics
B.A., Grinnell College, M.S. University of Connecticut

Dr. Joseph Hasley, Professor of Computer Information Systems and Business Analytics
B.A., M.A., University of Iowa; Ph.D., University of Colorado-Denver

Dr. Viktor Kiss, Associate Professor of Computer Information Systems and Business Analytics
B.A., M.A., Middlesex University of London; Ph.D., University of Pecs-Hungary

Dr. Edgar Maldonado, Professor of Computer Information Systems and Business Analytics
B.S., Simon Bolivar University-Venezuela; Ph.D., Penn State University

Mr. Scott Margolis, Lecturer Computer Information Systems and Business Analytics
B.S., Metropolitan State University of Denver, MBA, University of South Florida

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. Ugur Sener, Assistant Professor of Business Analytics
B.S., Middle East Technical University; MBA, Beykent University;
Ph.D., Istanbul Aydin University

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

Dr. Jane Flournoy, Clinical Director of Human Services and Counseling
B.S., Psychology, Colorado State University, M.A., Community Counseling: Marriage and Family Therapy, University of Northern Colorado; Ph.D., Counselor Education and Supervision, Adams State University

Mr. Patrick Griswold, 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

Dr. Tara K. Hammar, Professor of Human Services and Counseling B.S., Birth-Kindergarten Teacher Education, East Carolina University; M.S., Marriage and Family Therapy, East Carolina University; Ph.D., Human Development and Family Studies, University of Connecticut

Ms. Tracy L. Hutchinson, Lecturer of Human Services and Counseling
B.S. Behavioral Sciences, Vermont State University, Lyndon Campus; MA, Master of Community Counseling, Adams State University

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. Leah Jackson, Assistant Professor of Human Services and Counseling
B.S. Human Services and Counseling, Metropolitan State University of Denver; MSW, Master of Social Work, University of Denver; DBH, Doctor of Behavioral Health, Arizona State University

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. Rashad Anderson, Associate Professor of Secondary Education, Director of Call Me MiSTER Program
B.S., South Carolina State University, M.M.E., University of South Carolina, Ph.D., University of South Carolina

Dr. Philip Bernhardt, *Professor-Secondary Education, K-12 Education & Educational Technology*
B.A., University of North Carolina; M.A., Boston University School of Education; Ed.D., George Washington University

Dr. P. Charlie Buckley, *Associate Professor-Special Education, Early Childhood, & Culturally & Linguistically Diverse Education*
B.S., M.S., Colorado State University; Ph.D., University of Northern Colorado

Dr. Jeanne Connelley, Assistant Professor Special Education, Early Childhood, & Culturally & Linguistically Diverse Education B.S., Drake University; M.A. University of Minnesota; Ph.D., Iowa State University

Dr. Elmer Harris, Assistant Professor of Early Childhood Education,
B.S. Bellevue University; M.A. University of Colorado, Colorado Springs; Ed.D. University of Colorado, Denver

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. Dennis Rudnick, Associate Professor of Elementary Education
B.A., University of Mary Washington, M.Ed., Ph.D., University of Washington

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

Master of Science in Cybersecurity Faculty

Dr. Andrea Borrego, 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. Henry Jackson, Jr., Interim Chair and 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

Dr. LiYing Li, Professor of Criminal Justice and Criminology
B.A., Capital Normal University; M.S., University of California, Berkeley; Ph.D., University of Utah

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

Dr. Daniel Pittman, Professor of Computer Sciences
B.S., University of West Florida; M.S., 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, Associate Chair and 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 Science in Event and Experience Management

Dr. Jangwoo Jo, Assistant Professor in Hospitality Management, School of Hospitality
B.S., Seoul National University; M.S., Texas Tech University; Ph.D., University of Mississippi

Dr. Jay Lee, Associate Professor in Hospitality Management, School of Hospitality
B.S., M.S., Hanyang University; AOS., Culinary Institute of America; Ph.D., Iowa State University

Bernardo Alatorre Llamazares, Lecturer in Brewing Operations, School of Hospitality
B.S. Universidad Autónoma Metropolitana; M.S., Instituto Politécnico Nacional

Dr. Lynn Minnaert, Dean, School of Hospitality
B.A., University of Ghent, M.A., and PhD, University of Westminster

Dr. Eric D. Olson, Chair of the Rita & Navin Dimond Department of Hotel Management/Professor
B.S., University of Wisconsin-Eau Claire; M.B.A. Stetson University; Ph.D., University of Central Florida

Dr. Kiyan Shafieizadeh, Assistant Professor of Hotel Management and Graduate Program Coordinator, School of Hospitality
B.S., M.S., Allameh Tabataba'i University; Ph.D., Oklahoma State University

Dr. Smita Singh, Assistant Professor in Hospitality Management, School of Hospitality
B.Tech., Jaypee Institute of Information Technology; MBA, Jaypee Business School; MSIS., Iowa State University; Ph.D., Iowa State University

Dr. Jennifer Watson, Assistant Professor in Food & Beverage, School of Hospitality
B.S. Kansas State University, M.S., Iowa State University, Ph.D., Iowa State University

Dr. Michael Wray, Professor of Hospitality Management, School of Hospitality
B.S., Virginia Tech, MBA, Salisbury University., and PhD, University of Colorado Denver

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

Ms. Tracy Richers Maruyama, Lecturer, Master of Health Administration
Master of Arts - Physical Education: Kinesiology. University of Northern Colorado

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

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

Master of Science in Hospitality Leadership

Dr. Jangwoo Jo, Assistant Professor in Hospitality Management, School of Hospitality
B.S., Seoul National University; M.S., Texas Tech University; Ph.D., University of Mississippi

Dr. Kiyan Shafieizadeh, Assistant Professor of Hotel Management and Graduate Program Coordinator, School of Hospitality
B.S., M.S., Allameh Tabataba'i University; Ph.D., Oklahoma State University

Dr. Smita Singh, Assistant Professor in Hospitality Management, School of Hospitality
B.Tech., Jaypee Institute of Information Technology; MBA, Jaypee Business School; MSIS., Iowa State University; Ph.D., Iowa State University

Dr. Jennifer Watson, Assistant Professor in Food & Beverage, School of Hospitality
B.S. Kansas State University, M.S., Iowa State University, Ph.D., Iowa State University

Master of Science in Nutrition Faculty

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

Dr. Ann Diker, Professor of Nutrition
B.A., Briar Cliff College; R.D.N., University of California San Francisco Medical Center; M.S., Ph.D., Colorado State University

Dr. Diana DiMarco, Lecturer of Nutrition
B.S. Western Washington University; M.S. and Ph.D. University of Connecticut; R.D.N. Iowa State 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, Senior Lecturer of Nutrition
B.S., Colorado School of Mines; M.S., R.D.N., Colorado State University

Dr. 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; Ph.D., Rush University

Dr. Melissa Masters, Professor of Nutrition
B.S., M.S., Ph.D., University of Nebraska-Lincoln; R.D.N., University of Utah

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

Jessica Torro, Lecturer
B.S., Florida Atlantic University; M.S., Stony Brook University; R.D.N., University of Northern Colorado

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 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, Program
Director
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

Ms. Monica Bies, Clinical Field Faculty
A, SUNY, M.S.W., Simmons College, School of Social Work

Dr. Erin Boyce, Assistant Professor of Social Work
B.S., M.S.W., University of Missouri-Kansas City; Ph.D., University
of Denver

Dr. Bianca Brandon, Lecturer in Social Work
B.S.W., Metropolitan State University of Denver; M.S.W. Colorado
State University-Fort Collins; DSW, Simmons University

Dr. Julie Clockston, Associate 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, Associate 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, Associate Professor of Social Work
B.A., University of Colorado-Boulder; M.S.W., University of
Denver; Ph.D., Smith College

Ms. Stacie Hanson, Lecturer in Social Work
B.A., Pacific Lutheran University, M.S.W, Washington University in
St. Louis

Dr. Alexandra Hood, Lecturer in Social Work
B.A., CU Colorado Springs, M.S.W, Metropolitan State University of
Denver, Ph.D. University of Houston

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, Professor of Social Work and Interim Dean,
College of Health and Human Sciences
B.S., Illinois State University; M.S.S.W., University of Wisconsin-
Madison; Ph.D., University of Denver

Ms. Merissa Shayler, Clinical Field Faculty
B.A., UC Denver, M.S.W, University of Southern California

Dr. Eileen Starr, Professor of Social Work
B.A., Marywood Catholic University; M.S.W., Ph.D., Widener
University

Dr. Ann Sullivan, Lecturer in Social Work
B.S., Santa Clara University; M.S.W. and PhD., Colorado State
University

Ms. Madeha Sunzeri, Lecturer in Social Work
B.A., Western Illinois University, M.S.W., University of Illinois at
Chicago

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, 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

Ms. Heidi Burke, Assistant Professor of Speech, Language, Hearing Sciences
B.S., University of Denver; M.S., University of Denver; M.A. University of Colorado at Boulder

Dr. Kathryn Hardin, Associate Professor of Speech, Language, Hearing Sciences and Graduate Program Director
B.A., St. Olaf College; M.A., University of Colorado at Boulder; Ph.D., University of Colorado School of Medicine

Dr. Charlie Lunaris, Assistant Professor of Speech, Language, Hearing Sciences
B.S., Northern Illinois University; M.S., Eastern Illinois University, Ph.D., New York University

Ms. Ilana Oliff, Director of Clinical Education
B.A., American University; M.A., George Washington University

Dr. Jessica Rossi-Katz, 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, Department Chair and 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