

DIGITAL LEADERSHIP

The Daniels College of Business Master's in Digital Leadership is a 45-credit hour program for working professionals who understand that developing a digital mindset and gaining fluency in emerging technologies will prepare them to lead their businesses in the era of digital disruption. Students will gain critical leadership skills such as how to manage change, lead digital teams, and create new business models that will be needed by businesses to stay competitive in today's dynamic business environment. You will also learn to leverage 4th industrial technologies like artificial intelligence, blockchain, and cloud technology to digitally transform your organization and position it for future success. Graduates will be future-focused leaders who are technology ready to drive the digital transformation of their businesses and industries. This is a STEM-designated degree and is a 12–36-month, full or part-time program.

Class Structure/Schedules

Most of the courses are one to two-credit "sprint" courses that run for a total of five weeks each within the quarter system. The four, four-credit courses, run the entire ten-week quarter. Courses contain both online (asynchronous) and live online instruction (synchronous).

Live 90-Minute Online Classes

- Hosted via Zoom at 6:30 p.m. or 8:30 p.m. one night a week
- Lively peer-to-peer discussions
- Class recordings you can review later

Electives

A total of five electives are offered for the Master's in Digital Leadership Program.

Daniels has been continuously accredited by the Association to Advance Collegiate Schools of Business International (AACSB) since 1923.

Degree and GPA Requirements

- Bachelor's degree: All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.
- Grade point average: The minimum undergraduate GPA for admission consideration for graduate study at the University of Denver is a cumulative 2.5 on a 4.0 scale or a 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree. An earned master's degree or higher from a regionally accredited institution supersedes the minimum standards for the baccalaureate. For applicants with graduate coursework but who have not earned a master's degree or higher, the GPA from the graduate work may be used to meet the requirement. The minimum GPA is a cumulative 3.0 on a 4.0 scale for all graduate coursework undertaken.
- Program GPA requirement: The minimum undergraduate GPA for admission consideration for this program is a cumulative 2.5 on a 4.0 scale.

Standardized Test Scores/Other Requirements

- Applicants may be contacted by a Daniels representative to schedule the admissions interview, which will be conducted on campus or via webcam.
- GRE or GMAT scores are optional for admission to this program. Applications submitted without scores will receive full consideration. Every application undergoes a comprehensive evaluation, including a careful review of all application materials.

If you choose to submit test scores, you may upload your Test Taker Score Report PDF, which is considered unofficial. Official scores must be received directly from the appropriate testing agency upon admission to the University of Denver. The ETS institution code to submit GRE scores to the University of Denver is 4842.

English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

English Conditional Admission: No, this program does not offer English Conditional Admission.

Degree and GPA Requirements

- Bachelor's degree: All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

- Grade point average: The minimum undergraduate GPA for admission consideration for graduate study at the University of Denver is a cumulative 2.5 on a 4.0 scale or a 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree. An earned master's degree or higher from a regionally accredited institution supersedes the minimum standards for the baccalaureate. For applicants with graduate coursework but who have not earned a master's degree or higher, the GPA from the graduate work may be used to meet the requirement. The minimum GPA is a cumulative 3.0 on a 4.0 scale for all graduate coursework undertaken.
- Program GPA requirement: The minimum undergraduate GPA for admission consideration for this program is a cumulative 2.5 on a 4.0 scale.

English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

English Conditional Admission: No, this program does not offer English Conditional Admission.

The Master of Science in Digital Leadership develops leaders who want to drive digital transformation in their organizations, using data and fourth industrial revolution technologies to create new value(s) in business. Program goals include: (1) equipping innovators with foundational knowledge to lead digitally driven transformation that creates new business value; (2) integrating theory and practice; (3) building bridges between the University of Denver and transformational organizations and practitioners; and (4) implementing an incremental and accessible degree program to help working professionals take their careers to the next level.

Master of Science in Digital Leadership

Minimum number of credits required for degree: 45

Code	Title	Credits
Leadership Block		
BUS 4134	Customer Experience	2
BUS 4137	Intrapreneurship and Leading Change	4
BUS 4142	Business Model Innovation	2
BUS 4435	Digital Transformation: Design and Execution	4
BUS 4675	Talent Management	2
BUS 4690	Leading Digital Teams	2
Enabling Technology Block		
BUS 4136	Robotic Process Automation	1
BUS 4138	Artificial Intelligence	2
BUS 4139	Augmented/Virtual Reality	1
BUS 4146	Internet of Things	1
Infrastructure Block		
BUS 4132	Mobile Technology	1
BUS 4141	Cybersecurity	1
BUS 4144	Blockchain	2
BUS 4145	Cloud/Edge Computing	2
Data Management Block		
BUS 4133	Analytics	4
BUS 4143	Digital Ethics & Privacy	2
BUS 4135	Agile Development	2
BUS 4147	The Foundations of Digital Transformation	1
Applications Block		
Students choose five courses:		5
BUS 4700	Special Topics in Business	
or BUS 4701	Special Topics in Business	
or BUS 4704	Topics in Business	
or BUS 4705	Topics in Business	
Capstone Project		

BUS 4105	Masters in Digital Leadership Capstone Course	4
Total Credits		45

Graduate Certificate in Digital Transformation

Code	Title	Credits
Required Courses		
BUS 4137	Intrapreneurship and Leading Change	4
BUS 4138	Artificial Intelligence	2
BUS 4143	Digital Ethics & Privacy	2
BUS 4147	The Foundations of Digital Transformation	1
BUS 4435	Digital Transformation: Design and Execution	4
Leadership		
Select two from the following		4
BUS 4134	Customer Experience	
BUS 4142	Business Model Innovation	
BUS 4675	Talent Management	
BUS 4690	Leading Digital Teams	
Emerging Technology		
Complete at least seven credits from the following:		7
BUS 4132	Mobile Technology	
BUS 4136	Robotic Process Automation	
BUS 4141	Cybersecurity	
BUS 4144	Blockchain	
BUS 4145	Cloud/Edge Computing	
BUS 4139	Augmented/Virtual Reality	
BUS 4146	Internet of Things	
Approved BUS topics courses		
Total Credits		24

Specialized Graduate Certificate in Digital Transformation

Code	Title	Credits
Required Courses		
BUS 4147	The Foundations of Digital Transformation	1
BUS 4138	Artificial Intelligence	2
BUS 4137	Intrapreneurship and Leading Change	4
or BUS 4435	Digital Transformation: Design and Execution	
Leadership		
Choose one from the following:		2
BUS 4134	Customer Experience	
BUS 4142	Business Model Innovation	
BUS 4675	Talent Management	
BUS 4690	Leading Digital Teams	
Emerging Technology		
Complete seven credits		7
BUS 4132	Mobile Technology	
BUS 4144	Blockchain	
BUS 4145	Cloud/Edge Computing	
BUS 4146	Internet of Things	
BUS 4136	Robotic Process Automation	
BUS 4139	Augmented/Virtual Reality	
BUS 4141	Cybersecurity	

Total Credits**16****BUS 4105 Masters in Digital Leadership Capstone Course (4 Credits)**

What makes a good Digital Leader. It's the ability to lead organizations using emerging technologies and possessing a data-driven mindset in efforts to digitally transform organizations and industries. This course gives the student an opportunity to apply the knowledge and skills learned in this program to a real-world problem that affect them and their organizations. Students take a business problem from problem definition to digital transformation. This isn't a course where students write about a problem, but rather work with mentor to create value for themselves and their organization. Prerequisites: All other Digital Leadership courses.

BUS 4132 Mobile Technology (1 Credit)

You've probably heard about the 5th Generation of mobile technology (5G), but have you heard about the 6th (6G)? Consumers are increasingly becoming more mobile and are demanding more data be delivered to them more quickly. It seems now that the value of mobile technology is centered around increasing demand. This puts an enormous strain on organizations as they begin to digitally transform their organizations. Conversely, for the informed digital leader, this pattern of rapid mobile technology is an opportunity to provide newer and better value for their stakeholders. This class will explore these challenges and opportunities and will provide learners with an insight into the emerging ethical challenges that are related to the use of mobile technology.

BUS 4133 Analytics (4 Credits)

Businesses make decisions and improve processes using their own and external data with a variety of data-driven and analytic techniques. This course introduces students to the business data landscape, data management in commercial organizations, and the data-driven decision-making process. Students explore the fundamental concepts behind how data and analytics can improve business performance, using their individual roles and companies as subject matter. Principal Content Elements: 1. Data-driven decision-making and performance improvement. 2. Data management in organizations. 3. Organizational transformation based on data-driven insights.

BUS 4134 Customer Experience (2 Credits)

As the rate of technology increases and more products and services transition to the virtual realm, organizations need to ensure that both their internal and external customers are included. This course helps digital leaders understand, use, and apply the customer experience construct. It will help them create an experience for customers that goes beyond customer service for external customers and actively involves internal customers in the co-creation of value that supports their business's digital transformation.

BUS 4135 Agile Development (2 Credits)

It is estimated that 70% of all projects fail. This course will help project owners and team members increase their chances of success by introducing and reinforcing the agile development process method. Students will learn what it means to lead these types of projects and how they might be used for the benefit of their organizations.

BUS 4136 Robotic Process Automation (1 Credit)

Robotic Process Automation (RPA) is an emerging technology that is changing the way businesses process data. RPA allows many business processes to be automated and remove the human from performing repetitive tasks. This course will teach the basics of the technology using one of the most popular RPA software programs.

BUS 4137 Intrapreneurship and Leading Change (4 Credits)

As businesses begin to transition from the physical to the digital realm, their ability to strategically manage this change is directly tied to their future success. The challenges facing leaders of these organizations include how to empower employees to be innovative how to gain stakeholder buy-in, and ultimately how to manage the process of change. This course will help leaders become better change agents within their organizations by helping them understand the sources of change, designing a plan for it, and ultimately, leading the change process. Change is constant in a business and the better-prepared organizations are to deal with it, the more likely they will be able to continuously create value for their company's stakeholders.

BUS 4138 Artificial Intelligence (2 Credits)

Hollywood has taught us that artificial intelligence (AI) involves robots that want to take over the world in some fashion. While this notion is both terrifying and fascinating to watch, it fails to portray how AI is being used successfully by businesses to create value for stakeholders. This course will help inform your perspective on how AI is helping businesses by giving you insight into how its currently being used by businesses. Included in this is developing your understanding of how organizations develop their AI capabilities, a look at various AI techniques including machine learning, and a discussion on the ethical challenges raised by using AI in business. The ability to understand and use AI in business could transform the way business is done by equipping organizations with the ability to reimagine what is possible and simultaneously deliver it.

BUS 4139 Augmented/Virtual Reality (1 Credit)

What is reality? Is it what we experience through our five senses and then process through our understanding, or is it putting on a virtual reality headset and interacting with others in another world? With the growing popularity and applications around augmented and virtual reality, the line between real and virtual reality is becoming blurred. This course operates from the blurred space and starts by helping students understand what extended reality is how its application can be used in business. Students will explore the emerging capabilities of organizations that are using virtual reality and will be empowered to make recommendations of their own as to how this technology may further transform other organizations. As this course operates in the space between realities, numerous ethical issues have arisen surrounding extended reality and students will be given insights into what they are and how to navigate them.

BUS 4141 Cybersecurity (1 Credit)

You are under attack! Cyberattacks are on the rise and they can be catastrophic to a business resulting in downtime, lost profits, and growing distrust from stakeholders. While there isn't a perfect solution to stopping cyberattacks, this course is designed to help leaders become better equipped to mitigate these threats by improving their understanding of the current state of cybersecurity, how it's being used by businesses, and what they can do to better protect themselves from cyberattacks. In addition to learning the application and outcomes of cybersecurity, learners will be exposed to the growing ethical debates surrounding cybersecurity in efforts to be better prepared to make security recommendations for their organizations.

BUS 4142 Business Model Innovation (2 Credits)

If companies don't innovate, they evaporate. This is especially true as an organization begins the digital transformation process. In this class, students will be taught how to evaluate an organization's business model to facilitate its transition to the digital realm. The idea is to transition a business model into something that creates value by way of leveraging emerging technologies, analytics, and digital leadership for all stakeholders.

BUS 4143 Digital Ethics & Privacy (2 Credits)

Do individuals have a right to digital privacy and what are the ethical ramifications that support our virtual existence? In this class, you will explore the idea of digital privacy and how businesses are balancing the need to make a profit while simultaneously safeguarding their stakeholder's data. In addition to digital privacy, students will develop the ability to evaluate emerging technologies through varying ethical lenses and begin to explore the future directions of digital ethics.

BUS 4144 Blockchain (2 Credits)

In this course, students will understand how blockchains operate as decentralized ledgers and how businesses can begin to leverage the opportunities these types of technologies afford to them. With an understanding of blockchain, the course will transition to cryptocurrency and discuss the emerging values proposition these new types of currencies provide to businesses. From digital currencies, the course will instruct students on the emerging concept of non-fungible tokens (think digital art) and will conclude with an investigation into the ethical challenges related to blockchain technology.

BUS 4145 Cloud/Edge Computing (2 Credits)

Is it more accurate to say the digital cloud is above us, or all around us? In this class, students will learn to distinguish between cloud and edge computing and will be able to articulate the value of each to their organization. Students will also become familiar with the major cloud providers (e.g., Google, AWS, and Azure). Equipped with knowledge students will be able to create a cloud transformation plan that highlights their organization's cloud journey and transformational process to the cloud.

BUS 4146 Internet of Things (1 Credit)

Can you see the value of a drone being connected via the internet to a warehouse, or your car connected to your refrigerator? The Internet of Things (or IoT) is the emerging technology of connection. It's the ability to connect virtually everything via the internet. In this course, students will be given the opportunity to explore the value this type of technology provides to their organization. It will also enable them to create strategic recommendations using IoT for their business and ways it can ethically be used to satisfy its stakeholder's needs and wants.

BUS 4147 The Foundations of Digital Transformation (1 Credit)

What does it mean for a business to digitally transform? Even as more businesses say they are "digitally transforming", it is still largely unclear what this process means, and perhaps more importantly, how it can be successfully achieved. This course is designed to provide students with clarity around these topics by first examining the foundations of digital transformation (emerging technology, leadership, and data) and analyzing their impact on the business. After developing this foundation, students will then work to diagnose a firm's ability to transform by evaluating its digital capabilities to produce stakeholder value. Once students have gained insights into the context and capabilities of digital transformation, they will explore the potential ethical challenges and issues raised by moving their organization to the digital realm.

BUS 4310 Business Communication for Accounting Professionals (4 Credits)

This course emphasizes critical communications skills for future accounting, tax, auditing and consulting professionals. The course develops written communication skills including but not limited to technical writing, reporting the results of research and explaining complex issues. Oral communication assignments include formal presentations, development of debate skills and boardroom presence. Assignments incorporate business etiquette and teambuilding.

BUS 4350 Overview of Outdoor Recreation Industry (1 Credit)

This course is a survey of the outdoor recreation industry, providing an overview of the size, growth, sectors and economic impacts of the industry. This course will lay the foundation for the LORI Program, as the remaining courses will dive deeper into the topics. This course will also begin to examine external drivers for the industry, including the connection between policy and outcomes, the inherent tension between access and conservation, as well as economic trends driving the industry. Students will also set up an exploration of the industry's role and relationship with challenges such as climate change, globalization, and technology as well as the critical role of Environmental, Social and Governance (ESG) issues within the industry. We will also spend time discussing the role of diversity, equity and inclusion in the outdoor recreation industry and examine what our role can be to change.

BUS 4360 Leading Self: Leadership in Outdoor Recreation Industry (1 Credit)

The purpose of this course is to provide insight into why and how sustainable desired change occurs at the level of individual/social interaction. This course will provide students the critical skills to "lead the self" towards personal/professional goals in the outdoor industry. The premise of the course is that leading others first requires a keen sense of self leadership. Students will revisit assumptions about themselves as they develop intentional approaches to identify learning and career opportunities in their selected fields and lead themselves towards the accomplishment of professional objectives. As part of this process, students will learn necessary skills for leading others and working effectively in teams.

BUS 4400 MBA@Denver Capstone (4 Credits)

The MBA@Denver Capstone Course enables the practical application of key management and leadership competencies, skills and knowledge and is designed to integrate core course learning outcomes. You will integrate what you have learned in the MBA@Denver program to analyze a client problem and provide appropriate recommendations and conclusions prepared for and presented to the client. You are strongly encouraged to work with a small business or not-for-profit organization, completing a social capital project with that enterprise. You will gain an in-depth exposure, perspective and understanding of strategic business processes, opportunities and challenges within an organization. You will work in teams and will select an organization of your choice to work with as the client. The project will end with an oral presentation and written proposal that is delivered to the client organization and the instructor on an assigned date. Project assignments will emphasize the integration of knowledge from multiple academic disciplines and functional business activities. You are required to identify linkages between an organization's external and internal organization environments in the context of its organizational strengths, weaknesses, opportunities and threats (SWOT). Projects may include new product or technology development, restructuring, relocation, expansion, downsizing, acquisitions, mergers and acquisitions or joint ventures, and/or other relevant operational performance issues. The goal is to increase the organization's ability to sustain and thrive. The final plan/proposal should include an implementation timeline for the proposed solutions as appropriate. Enforced Prerequisites and Restrictions: MBA@Denver student must be within one quarter of graduation or have the Director's permission to take the class. This course is open only to MBA@Denver students (MBA-DEN).

BUS 4435 Digital Transformation: Design and Execution (4 Credits)

As a business, it is better to be the disruptor than to do be disrupted. Since 2020, this fact is easy to see as businesses have rapidly accelerated their plans to digitally transform. The success of these transitions has been largely underwhelming as organizations have failed to leverage the right technologies to create better processes that support customer's current and future needs. This course is designed to help students increase their ability to drive digital transformation by focusing on both the design and execution of digital transformation. After taking this course, students will be able to assess current digital transformation design practices that will strategically fit their business and create a plan to increase success in executing it.

BUS 4444 Global Bus, Governance & CSR (4 Credits)

In an increasingly globalized world, civil society, states and businesses are trying to discern how to govern business conduct across the borders of nation-states. Many of the issues our society faces today—global financial crises, environmental degradation, and corruption, to name a few—are impossible to tackle within a given country. Instead, these issues require collaboration and coordination across a variety of actors spread around the globe. Within this framework, businesses are aware of increased pressure to behave responsibly and adopt a corporate social responsibility (CSR) approach to their conduct. Yet, businesses are unsure how to integrate these goals into their business strategy and engage meaningfully with stakeholders. Likewise, governments recognize the importance of having business at the table, but do not have a clear understanding of how to best engage with the private sector. The response to this conundrum is a focus on global governance, which refers broadly to the way in which global affairs are managed. After a brief overview of economic trends and trajectories around the globe, the course will focus on global governance as a mechanism for change. The class will first explore the opportunities and shortcomings of global governance efforts. The class will build on this scholarship by discussing the role business plays in global governance mechanisms. As society has become aware of, and is acutely concerned with, business conduct, the role of the manager and business strategy in these realms has also changed. Students will analyze these trends and study their implications for government, business, or civil society strategy and practice. The final portion of the course will focus on specific issue areas, including: human rights, labor standards, the natural environment, corruption, and microfinance.

BUS 4445 International Business: Strategy and Practice (4 Credits)

This course focuses on applied issues in international business. Students will learn to think strategically about international business issues, and will in turn be able to apply that thinking to best practices. The following subject areas will be covered: country selection, entry mode theory, exporting, born-global businesses, organizational structures internationally, negotiation, consumption, culture and demand. Other potential topics include global supply chain management/sourcing, country of origin effects, etc. This course focuses on applied issues in international business. Students will learn to think strategically about international business issues, and will in turn be able to apply that thinking to best practices. The following subject areas will be covered: country selection, entry mode theory, exporting, born-global businesses, organizational structures internationally, negotiation, consumption, culture and demand. Other potential topics include global supply chain management/sourcing, country of origin effects, etc.

BUS 4450 Developing an Entrepreneurial Mindset (4 Credits)

Have you ever heard the quote, "Find a job you enjoy doing, and you will never have to work a day in your life?" This course is designed to help you align your purpose in life with your organization's purpose (your own organization or an organization for which you work). There are multiple parts to bringing this alignment about, which will comprise the foundation for this course: (1) (re)evaluating your purpose in life, building on what you have learned about your leadership style, ethical orientation, values and beliefs, and so forth from your earlier courses; (2) developing an entrepreneurial mindset, useful for starting your own organization or a new venture within the organization in which you already work; (3) exploring the Triple Bottom Line perspective of business in society; and (4) applying the core concepts of systems thinking to identify potential business ideas that align with your purpose. The course will culminate with the creation of a business idea and business model canvas that aligns your purpose in life with a compelling business purpose. The business idea may involve creating your own business/organization or proposing the idea within your current organization.

BUS 4600 Professional MBA Capstone Project (4 Credits)

The Capstone Project enables the practical application of key management and leadership competencies, skills and knowledge designed to integrate core course learning outcomes. You will integrate what you have learned in the PMBA program to analyze a client problem and provide appropriate recommendations and conclusions prepared for and presented to the client. The course integrates Daniels' multi-disciplined learning outcomes and experiences to achieve this goal. The course is a combination of site-based practicum, field project and classroom experiential learning. Through these activities, you will gain an in-depth exposure, perspective and understanding of strategic business processes, opportunities and challenges within a non-profit organization. You will work in teams (4-5 individuals) and will select a non-profit organization of your choice to work with as your client. The project will end with an oral presentation and written proposal delivered to the client and to the instructor on an assigned date. Project assignments will emphasize the integration of knowledge from multiple academic disciplines and functional business activities. Students are required to identify linkages between an organization's external and internal organization environments in the context of its organizational strengths, weaknesses, opportunities and threats (SWOT). Projects may include new product or technology development, restructuring, relocation, expansion, downsizing, acquisitions, mergers and acquisitions or joint ventures, and/or other relevant operational performance issues. The goal is to increase the organization's ability to sustain and thrive. The final plan/proposal should include an implementation timeline for the proposed solutions as appropriate.

BUS 4610 Business Ethics for the Public Good (2 Credits)

A fundamental purpose is to engage students in ongoing reflection and dialogue about their responsibilities as managers and leaders. Of particular emphasis are the ethical, professional, social and legal responsibilities of managers and leaders, especially as it relates to numerous stakeholders and communities. This course focuses on the idea of "community" and the ethical and social relationships of business leaders and business organizations in their communities. A particular focus will be the role of the business manager and executive as a professional with unique and special responsibilities. These roles will be examined by analyzing a variety of issues and situations that students will likely face during their careers. The goal is to provide students with perspectives, intellectual frameworks, and skills that will be useful in their business careers. The Daniels PMBA "core" not only strengthens foundational business and management skills, but also provides a broader orientation, purpose and direction for exercising and executing foundational skills to achieve enterprise and personal success. Personal and organizational success is a function of technical "know-how," leadership intelligence, and competence in execution. The assumption of this course is that all of these competencies must be grounded in a solid ethical and social commitment to community values and principles. This course will explore these values and principles in various business contexts, using the shared personal experiences of business professionals who will present their own stories for us to examine.

BUS 4611 Experiential Outdoor Leadership (2 Credits)

The purpose of this course is to provide insight into why and how sustainable desired change occurs at the level of individual/social interaction. This course will orient the student towards gaining the most out of their education by focusing on learning as the cornerstone of development. It will provide students the critical skills to "lead the self" towards personal/professional goals as the context for studying intentional change. The premise of the course is that leading others first requires a keen sense of self leadership. Students will revisit assumptions about themselves as they develop intentional approaches to identify learning and career opportunities in their selected fields and lead themselves towards the accomplishment of professional objectives. As part of this process, students will learn necessary skills for leading others and working effectively in teams. Lecture / Off-site will include a required intensive three-day exercise in self-awareness, outdoor leadership, team-building, problem solving, and critical thinking. This outdoor experiential includes an intellectually rigorous component, which is designed to enhance the classwork in which you engage, and is intended to enhance the experience students have in their life outside of the academic environment. The outdoor experiential will be leverage in the on-campus course which provides insight into why and how sustainable desired change occurs at the level of individual human/social interaction. This course will focus on providing students the critical skills to "lead the self" towards personal/professional goals as the context for studying intentional change. The premise of the course is that leading others first requires a keen sense of self leadership. Students will revisit assumptions about themselves as they develop intentional approaches to identify learning and career opportunities in their selected fields and lead themselves towards the accomplishment of professional objectives. Online/Distance and Combined/Hybrid Methodologies will include an optional outdoor immersion that involves an intensive three-day exercise in self-awareness, outdoor leadership, team-building, problem solving, and critical thinking as outlined above.

BUS 4612 Business Domestic Immersion (0 Credits)

MBA@Denver students are required to take two immersion experiences. BUS 4620-X includes domestic experiences, held in a U.S. city, generally including visits with business leaders on various topics, experiential experiences, and/or specific topic discussions led by qualified faculty. Students may not take the immersion course at the same destination more than once.

BUS 4614 Business International Immersion (0 Credits)

MBA@Denver online students are required to take two immersion experiences. BUS 4614-X includes international experiences, held in a non-U.S. city, generally including visits with business leaders on various topics, experiential experiences, and/or specific topic discussions led by qualified faculty. Students may not take the same section number (X) more than once, though they may take the course more than once.

BUS 4620 Ethics for the 21st Century Professional (4 Credits)

A fundamental purpose is to engage students in ongoing reflection and dialogue about their responsibilities as managers and leaders. Of particular emphasis are the ethical, professional and social responsibilities of managers and leaders, especially as it relates to numerous stakeholders and communities. This course focuses on the idea of "community" and the social relationships of managers and business organizations in their communities. Roles and responsibilities of managers and business firms are examined by analyzing a variety of issues that managers will face during their careers. These specific issues will be examined in terms of their legal, public policy, and ethical dimensions. The goal is to provide students with generalized understanding and skills that can be employed in dealing with other issues that may emerge in their business careers. Cross-listed with ACTG 4620.

BUS 4650 Health & Well-being in the Workplace (4 Credits)

Why is there so much talk about wellness and well-being? What is the practical use of wellness as it relates to the corporate world? In this course, we will define and dive into evidence-based wellness and how it relates to the workplace as well as the individual. We will explore practical and accessible strategies to enhance personal wellness as well as identify effective corporate wellness strategies and programs. Topics include health and wellness as it relates to productivity, corporate culture, resilience, creativity, work-life balance, leadership and return on investment. We will identify barriers to wellness and how to address those barriers.

BUS 4660 Healthcare in the U.S.: Systems and Populations (4 Credits)

Everyone engages with health care at some point during their lives; birth, death and many of the stages in between take place within the framework of the health care delivery system. Despite our familiarity with the services of health care, the organizational structure of US healthcare is increasingly complex and tangled. The spectrum of healthcare services is broad and includes preventive, primary, acute and chronic care. The current state involves a dynamic interplay between the major institutions of higher education, government, suppliers, insurers, and payers. In this course, students will unravel the web of healthcare systems in the US, gain a practical understanding of the organizations, functions, and delivery of health care. This knowledge can then be applied to multiple sectors of business, both in and outside of healthcare and be used to forecast and understand the inevitable changes that our healthcare system will undergo in the future.

BUS 4670 Global Health (4 Credits)

Over 60% percent of Haiti's population lacks access to basic health services. African countries account for 60% of cases HIV/AIDS cases and 90% cases of malaria worldwide. In developing countries like these, health problems are best solved by an interdisciplinary group of specialists in medicine, public health and policy, business and economics, sociology, law and beyond. As a business person, you can be part of solving global health issues through creative, innovative, and new business models. In this course you will gain a foundational understanding of global health by exploring the practical and contextual issues that may affect health, with a goal of improving health for all.

BUS 4675 Talent Management (2 Credits)

In 2020, the concept of talent management changed dramatically. Since that time, employees have begun transitioning away from the office, the great resignation has occurred, and managers are now dealing with the emerging phenomenon of quiet quitting. This course will prepare students for this new era of talent management that focuses on the employee and works to empower them in the emerging digital age. Students will learn how to reinforce the company's culture by working with employees to create change, invest in culture, and work in becoming future leaders of the organization.

BUS 4680 Health Innovation and Technology (4 Credits)

Health innovation and technology is a rapidly growing area that bridges the fields of business and health. Successful outcomes in business and health care depend on a core understanding of the principles that inter-connect these fields. In this course, we will explore the landscape and future of health related technology as well as the relationship between development, marketing, implementation, branding and customer/patient impact. We will work with case studies of established health tech companies as well as start-ups. Topics include virtual health care, tele-health, digital health, medical devices, health gadgets, home and workplace health technology, emerging technologies, health innovation and more. The purpose of this course is to provide students with the knowledge and ability to identify challenges and opportunities related to health related technology as well as to understand the relationship between the health and medical fields with the business of health technology, including development, implementation and delivery of technology.

BUS 4690 Leading Digital Teams (2 Credits)

Nearly 90% of businesses have reported that they are pursuing some sort of digital transformation project that will partially or fully change their business. With this much emphasis being placed on organizational change, leaders of organization will need to be acutely aware of how to manage the process and especially the employees who are at its core. In this course students will understand what effective leadership is and what it means for the strategy of the firm. They will examine the importance of leading digital teams through a top-down and bottom-up approach that applies a global and culturally sensitive paradigm to each. Students will leave with the skills able to lead a diverse digital team as they work to transform and create new value for their organizations.

BUS 4700 Special Topics in Business (0-8 Credits)**BUS 4701 Special Topics in Business (1-6 Credits)****BUS 4704 Topics in Business (1-6 Credits)****BUS 4705 Topics in Business (1-6 Credits)****BUS 4810 The Head and Heart of Leadership: Neuroscience and Emotion Regulation (4 Credits)**

Neuroscience may be the next great frontier of leadership learning. Admired and respected leaders understand both the "heart" of leadership, the harnessing and leveraging of emotions to inspire others, as well as the "head" of leadership, how the workings of our brains impact our ability to lead. This course incorporates content from the latest research in the fast-moving fields of neuroscience, emotional intelligence and mindfulness. Students will develop highly-relevant leadership skills, strategies and tactics that will make an immediate impact on your ability to successfully lead others.

BUS 4820 Leading and Developing Others for Success (4 Credits)

Successful leadership does not occur without successful followers. This exciting course explores the elements of how great leaders enable the success of others. We begin by exploring several well-known theories of leadership, including servant, authentic, and values-based leadership, as a means for students to formulate their own personalized framework of what great leadership look like to you. We will learn how to hire, understand, inspire, coach, mentor and sponsor a diverse and inclusive team. We will also explore storytelling, one of the hottest topics in leadership. Students will create a personal development plan that ensure the ability to incorporate the elements of this course into successful leadership.

BUS 4830 Leading Change and Building an Agile Culture (4 Credits)

The capacity to lead highly change-capable, agile organization is critical in today's VUCA world – volatile, uncertain, complex and ambiguous. Foundational to leadership success at every level within an organization is the capacity to build a change-ready, agile culture and successfully execute sustainable change. By exploring and evaluating the latest thinking on leadership and change, this course arms leaders with the strategies and tactics necessary to; 1) create teams and organization with high levels of change-capability and agility; 2) motivate followers and overcome resistance to change; and 3) successfully achieve both incremental and transformative change.

BUS 4840 The CEO Toolbox (4 Credits)

Strategy is integral to a successful organization. But without strong execution, even a well-defined strategy can fall apart. Executive teams/leaders that combine actionable strategy with operational depth are the ones most likely to stay the course and deliver long-standing results. They understand the need to align strategy and operations to deliver on their objectives. After taking courses on Strategic Management, Leadership, Leading Change, Culture, etc., you too understand the need for aligning strategy and operations, yet, in practice it's often more difficult to do. Through this course, students will hone their skills by developing and using practical tools to deal with shifts and changes along their strategic journeys. This course will allow you to put theory into action.

BUS 4980 Internship (0-10 Credits)

Faculty supervised Internship.

BUS 4991 Independent Study (1-10 Credits)**BUS 4995 Independent Research (6 Credits)****BUS 6000 Research Methods in Business (4 Credits)**

Business Research Methods introduces students to the nature, scope, and significance of research and research methodologies. Additionally, the course studies primary and secondary research methods with applications to specific problems, using qualitative and quantitative designs for individual investigation on current problems within a student's area of interest. Topics covered include research design, sampling strategy, data types and collections, measurement approach, testing procedures, ethics in data collection and interpreting findings, and the Institutional Review Board (IRB) process.

BUS 6001 Qualitative Research Methods (4 Credits)

Qualitative methods are important for exploring complex social phenomena and developing theories for understanding dynamic relationships and change. This course is designed to help students develop an understanding of the methods and process for conducting qualitative research in general, and case study research in particular. Students will learn to use qualitative methods to develop theories and managerial solutions for current and future business problems.

BUS 6002 Quantitative Methods I- Making Discoveries with Data (4 Credits)

As a PhD student you will do original research ... making discoveries that nobody else has made before. Data analysis is a key tool that facilitates that. Data analysis tools help you unlock the hidden treasures within your data set. These treasures are knowledge and information that is waiting to be discovered and utilized for your benefit. Specifically, you will become familiar with several of the internationally utilized statistical software packages and with the array of statistical analysis techniques. You will understand which statistical analysis technique to use in which situation, and how to interpret the output from your statistical software packages. These skills support managers for better decision making. Managers in business and industry have the resources to accumulate data, and this course develops the techniques to discover the information that your data provides. You will also gain skills in understanding how data collection and analysis will benefit your research.

BUS 6003 Quantitative Methods II - Making Discoveries with Data (4 Credits)

As a PhD student you will do original research ... making discoveries that nobody else has made before. Data analysis is a key tool that facilitates that. Data analysis tools help you unlock the hidden treasures within your data set. These treasures are knowledge and information that is waiting to be discovered and utilized for your benefit. These skills support managers for better decision making. Managers in business and industry have the resources to accumulate data, and this course develops the techniques to discover the information that your data provides. In this course you will learn how these data analysis tools are used for research, and you will plan how you will use your data analysis skills to perform your own research for your doctoral degree.

BUS 6004 Data Analytics (4 Credits)

The main objective of this course is to provide students with a well- grounded understanding and appreciation of the contemporary methods, tools and techniques used to make evidence-based managerial decisions. As managers and practitioners in business, industry and government, you have made substantial investments in putting in place the means to collect and store data, but may not have the basic technical or analytical understanding necessary to chart a road map to discover the full potential of your data. This course intends to provide you with such an understanding and hence help you become a better manager/decision maker.

BUS 6005 Behavioral Research Design and Execution (4 Credits)

The first purpose of this course is to prepare doctoral students with the ability to design, implement, and test the results from an experiment or survey. This includes operationalizing independent and dependent variables, rooted in definitions of terms and theory, in a manner that allows for quality statistical testing. Students will also learn manipulation of independent variables, including manipulation checks, and the basics of survey design. Lastly, analysis of existing data sets will round out the learning. This course builds on the previous research and statistics coursework in the program with a focus on practice and application. Multiple actual studies will be replicated as part of the course with the final project being a replication of a study of the student's choosing.

BUS 6300 Seminar in Cross Disciplinary Decision Making Research (4 Credits)

Leaders are often faced with difficult decisions and the result of these decisions determines their future success. It is important for leaders to understand the cognitive processes which underlie the decision-making process. For example, what factors cause a leader to choose the wrong investment, hire the wrong employee, or select the unethical alternative? This course will provide students with a foundation of seminal theories rooted in Economics, Psychology and Sociology and a comprehensive perspective of organizational decision-making.

BUS 6301 Research Seminar in Innovation and Creativity (4 Credits)

This course is intended to be a multi-disciplinary doctoral seminar investigating the broad questions of innovation and creativity and its application to entrepreneurship. The course will start with an industry-level view of innovation and how technologies evolve and then move from the micro-individual level of creativity to the organizational level while considering the individual, dyadic and group levels.

BUS 6302 Seminar in Verbal and Non-Verbal Research (4 Credits)

This course is designed to provide you with knowledge on how to leverage verbal and nonverbal behavior to identify psychological states and traits, to predict social evaluations and organizational outcomes. Together we will review theory, methods, and findings pertaining to verbal and nonverbal behavior in the psychological literature. We will learn how to develop research questions and hypotheses, design research to test those predictions, develop behavioral coding schemes, and identify appropriate statistical analyses. We will also discuss the strengths and weaknesses of extant research to determine what can and cannot be concluded from the results. Overall, this course will provide you will techniques to quantify human behavior, identify ways to leverage these techniques to answer novel questions of organizational importance, and to appreciate the limits of behavioral analysis.

BUS 6303 Launch your Doctoral Journey: Be Impactful (4 Credits)

The seminar aims at providing Executive PhD students in Business a capstone experience, to build on the research knowledge and experience they have gained over the first two years of coursework, and to formulate and sharpen their vision for their chosen careers in academia, business or consulting. Specifically, the course attempts to provide an integrative framework to help them to emerge as an impactful scholar. Students systematically walk through different research designs, theoretical, qualitative, and quantitative frameworks. They learn to critically evaluate the designs, and apply the learning to their own research. The seminar culminates with a presentation of their vision statement for their scholarly journey ahead. Prerequisite: MGMT 6301.

BUS 6400 Academic Skills for Doctoral Students in Business (2 Credits)

The first purpose of this course is to prepare doctoral students with skills and knowledge that are not commonly part of the course requirements but are imperative for a successful navigation of the job market and a successful publication career. This includes managing the peer review process, navigating a conference to extract the most value, and managing co-author relationships. The second purpose of the course is to provide students with just-in-time data-analysis skills based on their identified path of research interest. Archival research in business requires a significantly different skill-set than behavioral research. Students will complete one of two tracks, archival or behavioral, in the form of an intensive two-day workshop where they utilize actual data to replicate a published research study.

BUS 6500 Applied Research Practicum Series: I (4 Credits)

ARP I will introduce students to their ARP Instructor's research area. As such students will work closely with their ARP instructor to begin to understand his/her research area and focus. This serves as the introduction for the three-part sequence of ARPs resulting in a completed research project. By the end of ARP I, students will complete a systematic review paper of a research area and a set of research questions of interest.

BUS 6501 Applied Research Practicum Series: II (4 Credits)

Students will work closely with their instructor to create a theoretically supported and actionable research proposal that uniquely contributes to our understanding of the larger business field. Proposals can be focused on qualitative and quantitative (or mixed) methods. This part of the ARP series will help students develop research questions into carefully crafted predictions grounded in theory while considering execution of the study.

BUS 6502 Applied Research Practicum Series: III (4 Credits)

Students will design an appropriate scientific method (e.g., survey, experiment or interview) including a data collection and analysis plan per the final proposal submitted in ARP II. Once appropriately designed, under the direction of their ARP professor, students will collect data appropriate to test the study's hypotheses. Institutional Review Board (IRB) approval must be received prior to data collection which should be of publishable quality (broadly defined).

BUS 6503 Applied Research Practicum IV (4 Credits)

Students, along with oversight and assistance from their respective ARP professor, will analyze data consistent with his/her research proposal (ARP II) and analysis strategy (ARP III). The students will then complete an entire research paper that is ready for presentation and/or publication at appropriate outlets.

BUS 6900 Dissertation Research in Business (2-28 Credits)

Dissertation Proposal Defense Following successful completion of the comprehensive exam, each student will prepare a dissertation proposal and defend the proposal to the dissertation committee. A successful dissertation defense qualifies the student to Ph.D. candidacy. The dissertation proposal should be prepared in close consultation with the student's advisor and should be available to all committee members at least two weeks prior to the exam. It should reflect an extensive critical literature survey, and contain an accurate assessment of the state-of-the-art in the area of research, a precise statement of the research question, motivation for pursuing the research, and the research method design that will be used to answer the research question. The dissertation proposal must be successfully defended within four quarters of passing the comprehensive exam. Successful defense of the dissertation results in agreement between the student and the committee as to what will constitute successful completion of the dissertation research. The composition of the dissertation proposal committee must comply with the standards specified by the University of Denver Doctoral Degree Requirements and Standards. The dissertation proposal defense is an oral closed exam. If a student successfully defends the dissertation proposal but subsequently switches advisor and hence topic, the dissertation defense must be repeated within one year to ensure capability of the student and feasibility of the project. Dissertation Defense After the dissertation has been completed, the student must defend it in a final oral exam, as specified by the University of Denver Doctoral Degree Requirements and Standards.