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Graduate

Select from more than 120 graduate degree programs that will challenge, inspire and prepare you to achieve your highest academic and professional goals. DU graduate programs combine rigorous study with critical thinking, collaboration and applied learning experiences that will enable you to expand your skills, deepen your expertise and apply your knowledge to benefit you and the world.
About DU

The University of Denver

Founded in 1864, the University of Denver is an independent coeducational institution located in a residential neighborhood eight miles southeast of downtown Denver. Colleges, schools and divisions of the University include the following:

- Colorado Women's College
- Daniel Felix Ritchie School of Engineering and Computer Science
- Daniels College of Business
- Divisions of Arts, Humanities and Social Sciences
- Division of Natural Sciences and Mathematics
- Josef Korbel School of International Studies
- Graduate School of Professional Psychology
- Graduate School of Social Work
- Morgridge College of Education
- Sturm College of Law
- University College

Students

University of Denver students come from all 50 states, in addition to the District of Columbia and Territory of Guam, and from 76 different countries. Enrollment is approximately 11,800: 5,500 undergraduates and 6,300 graduate students.

Equal Opportunity and Non-Discrimination Policy

The University of Denver is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment on the basis of race, ethnicity, color, religion, sex, national origin, age, marital status, veteran status, sexual orientation, gender identity, gender expression, genetic information, or disability. The University prohibits all discrimination, harassment and retaliation, and complies with all applicable federal, state and local laws, regulations and Executive Orders.

Inquiries concerning allegations of discrimination based on any of the above factors may be referred to the Office of Equal Opportunity:

University of Denver
Office of Equal Opportunity
Mary Reed Building, Room 422
2199 S. University Blvd.
Denver, CO 80208
Phone: 303-871-7436
Fax: 303-871-3656

For more information, please call the above number or see the website at http://www.du.edu/deo/. You also may contact the Office of Equal Opportunity with concerns regarding determinations of religious or disability accommodations and/or issues about access.

University Goverance and Organization

Administration

Rebecca Chopp, PhD
Chancellor

Gregg Kvistad, PhD
Provost and Executive Vice Chancellor

Nancy Allen, MLS
Dean, Penrose Library
E. LaBrent Chrite, PhD
Dean, Daniels College of Business

Lynn Gangone, EdD
Dean, Colorado Women’s College

Christopher Hill, MS
Dean, Josef Korbel School of International Studies

Martin J. Katz, JD
Dean, Sturm College of Law

Michael Keables, PhD
Interim Dean, Daniel Felix Ritchie School of Engineering and Computer Science

Andrei Kutateladze, PhD
Dean, Division of Natural Sciences and Mathematics

Michael McGuire, MLS
Interim Dean, University College

Daniel McIntosh, PhD
Dean, Divisions of Arts, Humanities and Social Sciences

Karen S. Riley, PhD
Interim Dean, Morgridge College of Education

Shelly Smith-Acuna, PhD
Dean, Graduate School of Professional Psychology

James Herbert Williams, PhD
Dean, Graduate School of Social Work

Board of Trustees
Douglas G. Scrivner
Chairman
The Office of Graduate Studies (OGS) provides leadership and support for graduate education and advocates on behalf of graduate students and programs at the University of Denver. Under the direction of the Associate Provost for Graduate Studies, the OGS partners with deans, academic units and University governance to ensure excellence and integrity in educational programs and curricula. The OGS facilitates the development of new degree programs at the graduate level, oversees processes to ensure the quality of graduate and credential programs, acts as an advisory resource to programs initiating or transforming their academic programs, and ensures the University is in compliance with all federal, state, and university policies related to graduate education. On behalf of the Provost and working in consultation with the Graduate Council, the office is responsible for the authorship and oversight of graduate policy.

Graduate Council

The Associate Provost and the Graduate Council are charged with the responsibility of reviewing, formulating, and implementing policy concerning graduate education.

Composition

Council membership includes the Associate Provost for Graduate Studies, all of the academic deans from units with graduate programs, an elected faculty representative from each division, two elected representatives from the Faculty Senate and two representatives of the Graduate Student Government (GSG).
Administrators such as the Registrar, the Dean of the Library, the Vice Chancellor for University Technology Services, the Chair of the Undergraduate Council, the Associate Provost for Research and the Vice Provost for Internationalization serve *ex officio* and participate in the Committee’s proceedings as voting members.

**Responsibilities**

The Graduate Council shall oversee the configuration of graduate degree and certificate programs, monitor the degree to which these programs further the University’s mission, avoid unwarranted program duplication, and establish, monitor and maintain academic standards across the graduate curricula. The Council shall recommend policies including, but not limited to, the structure and quality of the graduate curricula; procedures concerning graduate student appeals; and policies governing the initiation and termination of graduate degree programs.

**Academic Units**

Graduate Studies at the University of Denver includes programs in the following academic units:

- Arts and Humanities Division
- Morgridge College of Education
- Daniels College of Business
- DU-Illiff Joint PhD Program
- Josef Korbel School of International Studies
- Graduate School of Professional Psychology
- Graduate School of Social Work
- Graduate Tax Program
- Natural Sciences and Mathematics Division
- Daniel Felix Ritchie School of Engineering and Computer Science
- Social Sciences Division
- Sturm College of Law
- University College
Accreditation

Higher Learning Commission

The University of Denver and its programs are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) and by other major accrediting agencies.

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1413
312-263-0456
800-621-7440
www.ncahlc.org (http://www.ncahlc.org)

- American Library Association
- Accrediting Board for Engineering and Technology
- American Bar Association
- American Chemical Society
- American Psychological Association
- Association to Advance Collegiate Schools of Business International
- Colorado Department of Education
- Council on Social Work Education
- National Association of Schools of Arts and Design
- National Association of School Psychologists
- National Association of Schools of Music
About Graduate Policy

Graduate Policy Mission and Scope
The policy development mission of the Office of Graduate Studies (OGS) is to provide an authoritative, accessible and current repository for University and campus policies that impact the members of the University community across all graduate schools and programs. University policies have broad application throughout the University to help ensure coordinated compliance with applicable laws and regulations, promote operational efficiency, or reduce institutional risk. Individual schools and departments reserve the right to maintain policies particular to their units. However, unit-specific policies do not override university-wide policies. Policies duplicated on other websites or in print may not be the most current version. OGS recommends that graduate programs share content from the Graduate Policy Manual rather than creating their own pages with University policies. This will help ensure that everyone is referencing the most current versions of University policies.

Student Responsibility for Bulletin Information
Applicants to the University of Denver as well as admitted and enrolled students are held to the standards and procedures set forth in the University bulletin. Students are responsible for staying informed of the University’s policies and procedures.

Modifications to the Policy in the Bulletin
The University of Denver reserves the right to make changes in the regulations, rules, fees or other aspects of this University bulletin without advance notice.

Changes within academic units, the University, or applicable law (or other factors) may require modifications to this Graduate Policy Manual. Additionally, any unit or member of the Graduate Council may propose a change in policy by submitting a petition to the Associate Provost for Graduate Studies.

Graduate Academic Unit-Level Adherence to and Implementation of University Policy
Each graduate unit must examine the Graduate Policy Manual and identify unit-specific policies or practices that conflict with the manual. Units shall adjust their practices to conform to University policy. If a unit believes it is necessary to maintain policies or practices that diverge from University policy, it shall petition the Associate Provost for Graduate Studies for an exception to policy.

Note: Student Services Offices
In the Graduate Policy and Procedures, the student services offices for each college, school and division are referenced the following:

- Office of Graduate Studies for Arts and Humanities & Social Sciences (AHSS) , Morgridge College of Education (MCE), Graduate School of Professional Psychology (GSPP), Josef Korbel School of International Studies (JKSIS) (Admissions only), Natural Sciences and Mathematics (NSM), Daniel Felix Ritchie School of Engineering and Computer Science (SECS), DU-Iliff Joint PhD Program (DU-Iliff)
- Student Affairs, Sturm College of Law for Sturm College of Law
- Office of Graduate Programs, Daniels College of Business for Daniels College of Business (DCB)
- Student Affairs, Josef Korbel School of International Studies for Josef Korbel School of International Studies (JKSIS)
- Admission and Financial Aid Office and Registrar, Graduate School of Social Work for Graduate School of Social Work (GSSW)
- Student Affairs, Sturm College of Law for Graduate Tax Program
- Student Services Office, University College for University College (UColl)
Dual and Joint Graduate Degrees

Formal Dual Degree Programs

A formal dual degree program links two master’s degrees or a master’s program with a JD program and leads to two degrees. The Graduate Council and the Associate Provost for Graduate Studies must approve all proposals for formal dual degree programs.

There are two types of formal dual degree programs. Type one incorporates two distinct disciplines where students complete two separate sets of core courses and cross-count electives. Type two incorporates two areas of study within one discipline where students can cross-count a common set of core courses and take separate sets of electives.

Dual degrees must be pursued concurrently, not consecutively. In order to meet this requirement, students interested in pursuing a dual degree must matriculate into the second program no later than the first term available following fifty percent (50%) course work completion of the first program.

Students should complete both degrees at the same time. However, students can receive the first degree as long as all original requirements and credits for the first degree have been met. They then have up to 18 months to complete the second degree. Students pursuing a dual degree with Sturm College of Law must complete all requirements for both degrees before the law degree can be awarded. Students will not be graduated and certified to take the bar examination unless both programs have been completed. Students must apply for graduation for both programs.

With fully developed and approved curricula, these programs are available to graduate students who are admitted to both schools and submit the Dual Degree Approval Form (http://www.du.edu/media/documents/graduates/dual_degree_form.pdf) during the program’s first term. For program details, please contact the school, college or department.

Flexible Dual Degree Programs

Students may propose a flexible dual degree program that links two master’s degrees or a master’s degree and a JD degree.

Students must submit the proposal for the flexible dual degree no later than one term prior to matriculation into the second degree.

Dual degrees must be pursued concurrently, not consecutively. In order to meet this requirement, students interested in pursuing a dual degree must matriculate into the second program no later than the first available term following fifty percent (50%) course work completion of the first program.

Students should complete both degrees at the same time. However, students can receive the first degree as long as all original requirements and credits for the first degree have been met. They then have up to 18 months to complete the second degree. Students pursuing a dual degree with Sturm College of Law must complete all requirements for both degrees before the law degree can be awarded. Students will not be graduated and certified to take the bar examination unless both programs have been completed. Students must apply for graduation for both programs.

Any significant changes to the approved program require the student to resubmit a revised proposal packet to the deans/chairs/directors and advisors of both programs and the Office of Graduate Studies.

Proposing a Flexible Dual Degree

To propose a flexible dual degree, the student must first apply to and be admitted by both programs, pay application fees and admissions deposits for both programs, and seek the counsel of an advisor in each program. Admission into each program does not take the place of filing a Flexible Dual Degree proposal (http://www.du.edu/media/documents/graduates/flexdual.pdf) nor guarantee approval of the proposal.

The dean, chair, or director of each degree program and both program advisors, must carefully compare the requirements for each program and approve the proposed curriculum. The student must then submit a copy of the original requirements for each degree (printout from the unit website or copy from the student handbook is acceptable), a detailed course plan showing all proposed courses, and the credit hours; a one to two- page statement of the educational/career objectives stating the reasons for the specific course selection and which courses most clearly serve the educational and career goals of the student; and current official/unofficial transcript(s) showing any work already completed towards the proposed program and degrees.

The student then submits the documents listed above to the Office of Graduate Studies, which reviews and decides on the proposals. Proposals with errors or course/program inconsistencies will be returned for revision.

Once the proposal is approved, the student will be entered into the University computer system as a flexible dual degree student.

Curriculum Structure

Students may propose any flexible dual degree program that seems reasonable to them and their advisors for academic and career objectives. Only elective courses may be counted among the hours used for reduction or cross-counting.

All the core requirements of each program must be preserved and cannot be overlapped or waived. Credit reduction due to cross counting of elective courses will be limited to the following for each program as determined by the original number of credit hours required for each degree.
Required credit hours for degrees and flexible dual degree reduction allowed:

- **45-60 quarter hour degree program**: Reduce or cross-count a maximum of 10 quarter hours for the one degree without outside transfer credit. The traditional maximum outside transfer credit allowed in this case would be 10 quarter hours. A reduction of 15 quarter hours from the original 42 degree will be the maximum allowed when combining outside transfer hours and the cross counting of degree hours.

- **61-75 quarter hour degree program**: Reduce or cross-count a maximum of 12 quarter hours for the one degree without outside transfer credit. The traditional maximum outside transfer credit allowed in this case would be 22 quarter hours. A reduction of 25 quarter hours from the original degree will be the maximum allowed when combining outside transfer hours and the cross counting of degree hours.

- **76-90 quarter hour degree program**: Reduce or cross-count a maximum of 15 quarter hours for the one degree without outside transfer credit. The traditional maximum outside transfer credit allowed in this case would be 45 quarter hours. A reduction of 45 quarter hours will be the maximum allowed from the original degree when combining outside transfer hours and the cross counting of degree hours.

Note: Credits at the Sturm College of Law for a JD degree are calculated using semester hours: 1 semester hour equals 1.5 quarter hours. A 90 semester hour JD degree may only be reduced by a maximum of 10 semester hours for a total of 80 semester hours completed for the JD (10 semester hours equals 15 quarter hours).

**Non-Course Requirements**

All non-course requirements must be fulfilled for both programs. If one of the non-course requirements of both intended programs is the writing and defense of a thesis, then (with prior approval from both departments) a combined thesis may be written as long as both departments are equally represented (from original proposal to completion) and so long as the most rigorous requirements are adhered to for completion and oral defense.

Students who decide to only complete one degree must inform the units, program advisors and the Office of Graduate Studies in writing of their intention to nullify the flexible dual degree proposal. Students must complete all the original requirements for the remaining degree in order to graduate.

**Dual Undergraduate-Graduate Degree Programs**

A Dual Undergraduate-Graduate Degree Program is an institutionally approved program in which a DU undergraduate student begins taking classes toward a graduate degree program prior to earning a baccalaureate degree. Both degrees must be earned within five years of matriculation into the undergraduate degree program. Students pursuing a dual degree with a Juris Doctorate must earn both degrees within six years.

The programs may reduce a limited number of both undergraduate and graduate credit hours toward both degrees. The amount of the credit hour reduction is variable across programs. To be admitted, a student’s academic progress must demonstrate that the requirements of the program can be completed within the set time-frame.

Undergraduates still need to meet all normal core, major, minor and total credit hour requirements of their respective majors and minors before receiving the undergraduate degree. Graduate coursework is usually taken during the undergraduate “senior” year. Students should be admitted to the dual undergraduate-graduate program before taking graduate courses since undergraduate students generally may not take graduate courses. Usually, no more than 30 hours of electives may be used in the senior year to begin the graduate/professional program. Only graduate credit may be counted for the graduate degree. The total number of credit hours required varies by department. All requirements of the graduate or professional program need to be completed before receiving the advanced degree.

- For students enrolled in a dual degree program, the University will award the undergraduate degree at the time it is earned.

- As a dual-degree student, you are considered an undergraduate until you have fulfilled your undergraduate degree requirements, and should file your FAFSA (http://www.fafsa.ed.gov) and CSS PROFILE (https://profileonline.collegeboard.com/prf) as an undergrad. Once you complete your undergraduate degree requirements, you are considered a graduate student. Federal loan eligibility will increase for most students because of the higher graduate student borrowing maximum and scholarship merit based aid will be decided and awarded by their graduate unit. If you have specific questions about how your financial aid may be affected, please contact the graduate academic program or the Office of Financial Aid for information. Dual undergraduate-graduate students who matriculated into the undergraduate degree 2012 and earlier will continue to receive the undergraduate financial aid award level in the 5th year. In addition, Boettcher and Daniels Fund scholars in a dual undergraduate-graduate degree will continue to receive the undergraduate financial aid award level in the 5th year.

- Upon completion of the undergraduate degree federal loan eligibility will actually increase for most students because of the higher graduate student borrowing maximum.

- A student who chooses not to continue on for the graduate degree may count the graduate courses, if approved as relevant by the advisor, toward the undergraduate degree. (Students should visit the appropriate college or school for opt-out options and requirements).

- Students enrolled in the dual undergraduate-graduate program who have been awarded the BA/BS degree, completed all required coursework and are working on a thesis may be eligible to enroll in graduate continuous enrollment.
Dual Undergraduate-Graduate Admission and Records Procedures

The following must be followed consistently and accurately:

- Students are admitted to dual undergraduate-graduate degree programs by the graduate admission unit. The graduate unit follows all normal admission procedures and the student must meet all admission criteria for the graduate program other than receipt of the baccalaureate degree. Students should be admitted to the dual undergraduate-graduate program as early as practical for financial aid and other reasons. They must be admitted to the dual undergraduate-graduate program no later than the end of their tenth full-time quarter of the undergraduate degree (i.e., by the first quarter of the senior year).
- The effective term for admission should be the term in which the student is permitted to take graduate courses. For example, if the student's senior year begins in the fall and the student meets admission criteria and may begin taking graduate courses in the subsequent spring term, the admission term should be that spring.
- Graduate units are responsible for assuring that the student information is accurate.

Note: A student who receives a bachelor's degree and was not previously enrolled in a dual undergraduate-graduate program is not eligible to return and enroll in a graduate program and reduce the number of credit hours for the graduate degree.

Graduate School of Social Work and Josef Korbel School of International Studies

Graduate School of Social Work and Arts, Humanities, and Social Sciences

Josef Korbel School of International Studies and Daniels College of Business

Sturm College of Law and Arts, Humanities, and Social Sciences

Sturm College of Law and Daniels College of Business

Sturm College of Law and Graduate School of Social Work

Sturm College of Law and Josef Korbel School of International Studies

Sturm College of Law and Natural Sciences and Mathematics

Sturm College of Law and School of Engineering and Computer Science
Schools, Colleges, and Divisions

Academic Units

Graduate Studies at the University of Denver includes programs in the following academic units:

- Arts and Humanities Division
- Morgridge College of Education
- Daniels College of Business
- DU-Illiff Joint PhD Program
- Josef Korbel School of International Studies
- Graduate School of Professional Psychology
- Graduate School of Social Work
- Graduate Tax Program
- Natural Sciences and Mathematics Division
- Daniel Felix Ritchie School of Engineering and Computer Science
- Social Sciences Division
- Sturm College of Law
- University College

Arts and Humanities

Arts, Humanities, and Social Sciences (AHSS) is the liberal arts hub of the University of Denver and represents 26 schools, departments and programs. We offer 26 different graduate degrees ranging from a PhD in English to a Master’s in Public Policy to a Master’s in Music. All of these graduate programs are well regarded for academic rigor and post-graduation job placement. With about 340 AHSS graduate students enrolled, our intimate graduate programs feature small class sizes taught by enthusiastic faculty, many of whom are internationally recognized for their research and creative endeavors. In our interdisciplinary, highly collaborative environment, we strive to foster meaningful partnerships amongst students and faculty, support student research opportunities and provide both theoretical and applied learning opportunities for our graduate community.

Emergent Digital Practices

Office: Sturm Hall, Room 216
Mail Code: 2000 E. Asbury Ave., Denver, CO 80208
Phone: 303-871-7716
Email: edp@du.edu
Web Site: www.du.edu/ahss/edp

The MA in Emergent Digital Practices combines the pursuit of advanced, investigatory technical media skill-sets with focused research agendas contextualized within a broad liberal arts and digital humanities framework. The MFA in Emergent Digital Practices emphasizes methods and production of creative scholarly research and works shaped by broader art historical and cultural contexts. Students in both of the graduate degree threads of the EDP program will share key critical, theoretical, and historical resources, will be expected to excel in areas of creative expression and hands-on media production, and will be asked to acquire specialized investigatory skills. Students will learn to work together by utilizing advanced technical platforms and facilities combined with opportunities for heightened critical reflection and dialog.

EDP graduate students should strive to develop critical awareness, to articulate deep media literacies, to sustain new creative practices, and to foster outlooks engaged with the world around us. While invested in participatory forms of creation, performance, and interactivity, EDP graduate students are expected to engage in technical experimentation outside the realm of industry standards and creative as well as critical undertakings that surpass the limits of single disciplines. Students are also expected to be able to articulate the critical underpinnings of the things they devise and create through writing and speaking.

Advanced study in EDP will add scholarly and professional depth to the multiple artistic and cultural practices—both mainstream and alternative—that have developed alongside the powerful, networked, and mobile computing technologies of the 21st century. Advanced research in EDP will provide students with an awareness of broad contexts as well as definitive, professional-level focus and in-depth knowledge of the strategies and collaborative processes for complex, interdisciplinary cultural engagement.
Master of Arts in Emergent Digital Practices

The EDP MA degree at the University of Denver is unique in that it asks the student to balance the technical and the critical, the practical and the aesthetic. The MA degree is structured to build upon the body of knowledge each student already possesses from his/her undergraduate studies and expand and explore the consequence and possibilities that arise from the inclusion of technology into that field.

The MA student should be able to articulate and demonstrate advanced perspectives on emergent digital practices within interdisciplinary contexts. The MA student should also be able to synthesize knowledge of ideas and practices from across the spectrum of historical and contemporary contexts, focusing not just on making the new, but making the needed. And the MA student’s work should demonstrate accomplished means and mechanisms for critically evaluating the cultural dynamics of emergent digital practices.

The MA degree is designed around a 2-year structure with 2 courses being taken during each of the three regular quarters per year. It is not unusual for students to be able to have a part-time job (up to 20 hours/week) and still be successful on the program.

Master of Fine Arts in Emergent Digital Practices

Envisioning artworks created with the latest technology fueled by critical content—that’s the EDP program.

While also demonstrating an understanding of Emergent Digital Practices within interdisciplinary contexts, the MFA student should be able to articulate a deep understanding of the art historical and contemporary contexts of art making as shaped by technology and the sciences. The MFA student should be prepared for public engagement through knowledge of the significance of established cultural institutions and frameworks such as galleries, museums, festivals, and other public spaces.

The MFA Degree is structured as a 3-year program with students taking on average 3 courses during each of the three normal quarters per year. It is recommended that students pursuing the MFA degree are able to focus full time on their studies without simultaneous employment. The MFA degree is considered a “terminal degree” the same as a PhD, providing the necessary credentials to teach at an institute of higher education.

Master of Arts in Emergent Digital Practices

Following are the simple steps to apply for graduate study in Emergent Digital Practices at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines

- Applications for graduate study in Emergent Digital Practices (EDP) at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
- All online materials must be submitted, and all supplemental materials must be postmarked, by the program’s stated deadline: January 20, for the fall quarter. After the priority deadline, applications may be considered on a rolling basis for fall admission.
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements

- Proof of a bachelor’s degree is required from a regionally accredited college or university.

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
- The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
- Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early. Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.
- The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/ American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.

Test Scores

- Application to the MA program in Emergent Digital Practices requires the Graduate Record Examination (GRE) general test. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. The institution code for the University of Denver is 4842.

Language Proficiency

- Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS
scores are valid for two years from the test date. The minimum TOEFL score accepted by the Emergent Digital Practices program at DU is 105 (iBT) or 620 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the EDP program is 7.5. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual for complete English language proficiency requirements.

- Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

**Personal Statement**

- MA applicants are required to submit a 2–4 page essay explaining motivation for application, personal and professional goals, and any information or perspectives that will better inform the faculty of your capability to pursue graduate-level work in the EDP program. Students should specifically address their interest in the EDP program.
- The statement should be submitted via upload through the online application process.

**Resume/C.V.**

- A resume or C.V. is required. This should be submitted via upload through the online application process.
- Program-Specific Admission Requirements
- For MA applicants, submission of portfolios, demo reels, or other samples of work is optional.

**Recommendation Letters**

- Three letters of recommendation, preferably academic in nature, are required. These letters should be solicited and uploaded by recommenders through the online application system.

**Financial Support**

- To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.
- Information about financial aid can be found on the Office of Financial Aid website (http://www.du.edu/financialaid/graduate). International students are not eligible for federal financial aid.
- Emergent Digital Practices provides some scholarship hours based on merit and need. Applicants will be considered for financial support when they apply by the priority deadline, January 20, or as funds allow.

**Application Status**

- We encourage you to be actively engaged in the admission process. You can check your application status online (https://webcentral.du.edu).

**Mailing Address**

- Mail official transcripts and any supplemental admission materials not submitted with the online application to:
  
  University of Denver  
  Office of Graduate Studies  
  Mary Reed Building, Room 5  
  2199 S. University Blvd.  
  Denver, CO 80208-4802

**International Applicants**

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information (http://www.du.edu/learn/graduates/internationalapplicants.html). International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.


**Master of Fine Arts in Emergent Digital Practices**

Following are the simple steps to apply for graduate study in Emergent Digital Practices at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

**Apply Online / Application Deadlines**

- Applications for graduate study in Emergent Digital Practices (EDP) at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
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Test Scores

- The GRE is not required for MFA applicants.

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- MFA applicants are required to submit a 1–2 page essay explaining motivation for application, personal and professional goals, and any information or perspectives that will better inform the faculty of your capability to pursue graduate-level work in the EDP program. Students should specifically address their interest in the EDP program.
  - The statement should be submitted via upload through the online application process.

Resume/C.V.

- A resume or C.V. is required. This should be submitted via upload through the online application process.

Program-Specific Admission Requirements

- MFA applicants should submit a portfolio: 20 images and/or a maximum total of 15 minutes of time-based media representing at least 10 works of art. MFA applicants are strongly encouraged to submit a URL for the portfolio in website format. The portfolio must be accompanied by a 1-2 page descriptive list of the works. If necessary, send DVDs or CDs to: Emergent Digital Practices, 2000 East Asbury Ave., 216 Sturm Hall, University of Denver, Denver CO 80208 and include a self-addressed postage-paid envelope for their return.

Recommendation Letters

- Three letters of recommendation, preferably academic in nature, are required. These letters should be solicited and uploaded by recommenders through the online application system.

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The Graduate Policy Manual provides complete details regarding admission requirements.

Master of Arts in Emergent Digital Practices

Degree Requirements
Coursework Requirements

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>12</th>
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</thead>
<tbody>
<tr>
<td>Graduate Foundations</td>
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<tr>
<td>EDPX 4000 Digital Design Concepts</td>
<td></td>
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<tr>
<td>EDPX 4010 Emergent Digital Tools</td>
<td></td>
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<tr>
<td>EDPX 4020 Emergent Digital Cultures</td>
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</tbody>
</table>

EDP Electives

| 24 |
| Select at least 1 EDP Studio and at least 1 EDP Cultures |

Courses meeting Studio/Making requirement:

| EDPX 4100 Programming for Play |    |
| EDPX 4110 Rapid Game Design and Prototypes | |
| EDPX 4115 Game Design: Paper to Digital | |
| EDPX 4120 Making Critical Games | |
| EDPX 4130 Making Educational Games | |
| EDPX 4200 Data Visualization | |
| EDPX 4210 Typographic Landscapes | |
| EDPX 4250 Making Networks | |
| EDPX 4270 Making Networked Art | |
| EDPX 4310 Tangible Interactivity | |
| EDPX 4320 Interactive Art | |
| EDPX 4340 Designing Social Good | |
| EDPX 4350 Sustainable Design | |
| EDPX 4400 Video Art | |
| EDPX 4410 Advanced Video Art | |
| EDPX 4430 2.5D Motion | |
| EDPX 4440 Site-Specific Installation | |
| EDPX 4450 Visual Programming | |
| EDPX 4460 Visual Programming II | |
| EDPX 4490 Expanded Cinema | |
| EDPX 4500 Sonic Arts | |
| EDPX 4510 Sonic Arts II | |
| EDPX 4520 Voice and Sonic Environments | |
| EDPX 4600 3D Modeling | |
| EDPX 4610 3D Animation | |
| EDPX 4620 3D Spaces | |
| EDPX 4800 Topics in Digital Making | |
EDPX 4991 Independent Study
EDPX 4992 Directed Study

Courses meeting the Cultures requirement:
EDPX 4700 Topics in Digital Cultures
EDPX 4725 Activist Media
EDPX 4740 Performance Cultures
EDPX 4750 Sound Cultures
EDPX 4770 Cybercultures
EDPX 4780 Speculative Cultures
EDPX 4991 Independent Study
EDPX 4992 Directed Study

Research and Methods credits
EDPX 5700 Research & Theoretical Methods 4

Other credits
EDPX 5850 M.A. Project 4-8
or EDPX 5800 M.A. Thesis

Total Credits Required 48

Depending on topic or focus

Non-coursework Requirement

Project Requirement: The final form of the MA project is a balance between a digital creation and a written discourse about the ideas, inspiration, evolution, and critical analysis on the topics.

Master of Fine Arts in Emergent Digital Practices

Degree Requirements

Coursework Requirements

Degree Requirements
Graduate Foundations
EDPX 4000 Digital Design Concepts 4
EDPX 4010 Emergent Digital Tools 4
EDPX 4020 Emergent Digital Cultures 4

Art History/Grad Seminar/Grad EDP Cultures 24
12 hours of ARTH maximum
EDPX 5000 Graduate Seminar
ARTH 3834 Contemporary Art

EDP Cultures courses:
EDPX 4700 Topics in Digital Cultures
EDPX 4725 Activist Media
EDPX 4740 Performance Cultures
EDPX 4750 Sound Cultures
EDPX 4770 Cybercultures
EDPX 4780 Speculative Cultures
EDPX 4991 Independent Study
EDPX 4992 Directed Study

Research Methods credits
EDPX 5700 Research & Theoretical Methods 4

Grad Critique credits
EDPX 5100 Graduate Critique 4
EDPX 5100 Graduate Critique 4
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EDPX 5100  Graduate Critique  4  

**EDP Studio/Make credits**  20  

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<thead>
<tr>
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<td>EDPX 4110</td>
<td>Rapid Game Design and Prototypes</td>
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<tr>
<td>EDPX 4115</td>
<td>Game Design: Paper to Digital</td>
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<tr>
<td>EDPX 4120</td>
<td>Making Critical Games</td>
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<td>EDPX 4130</td>
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<td>EDPX 4200</td>
<td>Data Visualization</td>
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<td>EDPX 4210</td>
<td>Typographic Landscapes</td>
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<tr>
<td>EDPX 4250</td>
<td>Making Networks</td>
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<td>Making Networked Art</td>
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<td>Independent Study 1</td>
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<tr>
<td>EDPX 4992</td>
<td>Directed Study 1</td>
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**Exhibition credits**  12  

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDPX 5900</td>
<td>MFA Exhibition</td>
</tr>
</tbody>
</table>

**Total Credits**  88  

1  Depending on topic or focus

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**Non-coursework Requirement**

**Exhibition:** Additionally, the MFA graduate student should be prepared for the development and organization of emerging venues for the exhibition of, and public engagement through, digital art works and new media. The final form of the MFA exhibition is the creation and public showcase of a significant body of work coupled with a written analysis of the past present and future of connected ideas, inspirations and critical theories.

**Courses**

**EDPX 3950 Collaboration and Production (4 Credits)**

In this collaborative capstone experience, students combine skills to create complex works that encourage the social collaboration of its audience or users. Students learn how to develop group working methods that take advantage of the skills of each member. This course requires full cooperation between team members in order to demonstrate synthesis of the principles of experience, emergence, and engagement taught throughout the program. Understanding and involving the audience as full participants in the final created experiences are also essential. Lab fee. At least junior standing required. Prerequisite: varies with topic.

**EDPX 4000 Digital Design Concepts (4 Credits)**

An introductory course requiring conceptual, perceptual and manual skills to meet rigorous studio research into the history of mark-making, letter forms and layout designs as reflective of cultural, social, political and psychological contexts of interpretation. This class also emphasizes 2-D principles of design, including form, structure, conceptual understanding, visual aesthetics, semiotics, organizational systems, relationships of typography and imagery. Lab fee.
EDPX 4010 Emergent Digital Tools (4 Credits)
This course serves as a primer on the tools essential to expression, sharing, and creation in digital mediums. This includes knowledge of web technologies, creative coding, video, audio, and the basic historical and theoretical contexts of each. Lab fee.

EDPX 4020 Emergent Digital Cultures (4 Credits)
This course familiarizes students with current crucial approaches to understanding digital media and the impacts these media have in personal, community, cultural, social, institutional and international life. The course pays particular attention to cultural constructions of emergent digital media and practices. This course introduces graduate students to a variety of disciplinary lenses and conceptual practices, with readings and research ranging from media theory and studies, philosophy of technology, media archaeology and history, to science fiction studies as approaches to digital media and cultures.

EDPX 4100 Programming for Play (4 Credits)
This course offers an introduction to the creation of games and playful interactive objects. Students explore the space of socially conscious and humane games as well as investigate the creation of compelling interfaces and interactive opportunities. Cross listed with EDPX 3100. Prerequisites: EDPX 4000 and EDPX 4010, or permission of the instructor.

EDPX 4110 Rapid Game Design and Prototypes (4 Credits)
This course is a rigorous investigation into games, rules, systems, interaction, and the iterative design methodology through the rapid creation of paper-based and physical game prototypes. The ambition is for each student to create one new game per week in response to varying material and conceptual constraints. Participants create and constructively critique games created by classmates. Participants are expected to become reflective in their play. Class time is devoted to play-testing and discussion. Lab fee. Cross listed with EDPX 3110.

EDPX 4115 Game Design: Paper to Digital (4 Credits)
This rigorous game design and development course analytically considers formal game design elements through game design and simple 2D game creation exercises, game design text readings, the creation of paper-based game prototypes, digital game-mechanic prototypes, and the followed by the creation of a complete 2D digital game. Class time is devoted to reading discussions, design exercises, play-testing, and some workshop time. Lab fee. Prerequisite: EDPX 4100 or permission of the instructor.

EDPX 4120 Making Critical Games (4 Credits)
This course is a time intensive practicum offered once a year and may be available in Summer terms. Students are challenged to create games (board, physical, video-, and hybrid games) that respond to social conditions in a critical manner while still maintaining an essential ludic quality. Public Good and Civic Engagement projects are welcomed. The course may be repeated for credit with permission of the instructor and when projects vary. Lab fee. Prerequisites: EDPX 4100 and EDPX 4110 or permission of the instructor. Cross listed with EDPX 3120.

EDPX 4130 Making Educational Games (4 Credits)
This course is a time intensive practicum offered once a year and may be available in summer terms. Students are challenged to create games (board, physical, video-, and hybrid games) that deliver K-12 educational content while still maintaining an essential ludic quality. Course may be repeated for credit with permission of the instructor and when projects vary. Lab fee. Prerequisites: EDPX 4100 and EDPX 4110 or EDPX 4115, or permission of the instructor.

EDPX 4200 Data Visualization (4 Credits)
This course explores the creation of informational graphics for visual unpacking of relationships within and among data sets. Students learn to visualize large data sets as a means of revealing and exploring patterns of information. Creating interactive visualizations is also covered, allowing for deep and participatory engagement with information. The resulting mediums include print and web. Lab fee. Cross listed with EDPX 3200. Prerequisites: EDPX 4000 and EDPX 4010 or permission of the instructor.

EDPX 4210 Typographic Landscapes (4 Credits)
This class is a rigorous investigation of the expressive potential of typography as a crucial element of visual expression and electronic media. This class presumes no background in typography. Students are guided through project-based explorations that range from hand-rendered inter-letter spatial relationships to the typesetting of modest sets of pages for paper and e-books. Lab fee. Prerequisite: EDPX 4000 or permission of the instructor.

EDPX 4250 Making Networks (4 Credits)
This course covers the use and development of content management systems for the creation of network spaces. Current web technologies and standards are covered, while also looking at user interfaces. Critical focus is on leveraging online networks for offline communities. Lab fee. Cross listed with EDPX 3250. Prerequisite: EDPX 4010 or permission of the instructor.

EDPX 4270 Making Networked Art (4 Credits)
The grounding conceptual framework of this course on net art includes an understanding of the psychological, social and cultural contexts of net art, net access and distribution, and net culture. Aesthetic and technical reinforcement of this conceptual base explore network architecture; user/audience interface/navigation design, development and experimentation; meta-data/multimedia content utilization; enhanced interactively; and venue evolution. Technologies used in the course include webpage authoring environments, digital imaging software and multimedia authoring tools. Lab fee. Cross listed with EDPX 3270. Prerequisites: EDPX 4010 and EDPX 4250.

EDPX 4310 Tangible Interactivity (4 Credits)
Explores methods and devices for human-computer interaction beyond the mouse and keyboard. Students learn to create and hack electronic input and output devices and explore multi-touch augmented reality, and other forms of sensor-based technologies. Lab fee. Prerequisite: EDPX 4010 or permission of the instructor.
EDPX 4320 Interactive Art (4 Credits)
This course expands the concepts, aesthetics, and techniques critical to the exploration and authoring of interactive art. It explores human computer interactions; user/audience interface design/development; interactive logic, author-audience dialogue; meta-data/multimedia asset acquisition and authoring environments. While utilizing students' skills in numerous media forms, the class focuses on sensing, interactive scripting techniques, and emerging forms of digital narrative. Emphasis is on the development of interactive media deployment and distributions ranging from screen media to physical environments. Lab fee. Cross listed with EDPX 3320. Prerequisites EDPX 4310 or EDPX 4450.

EDPX 4340 Designing Social Good (4 Credits)
This course focuses on interdisciplinary approaches to artistic, scholarly and cultural methods for creating change in contemporary societal mindsets for a more sustainable and equitable future. Our objectives are to understand how current practices are reinforced and to then make experiences that encourage new ideas in the personal and global sphere. Lab fee. Cross listed with EDPX 3340. Prerequisites: EDPX 4000 and EDPX 4010.

EDPX 4350 Sustainable Design (4 Credits)
This course reviews and implements advanced sustainable design strategies as a praxis intersecting the domains of digital media design, dissemination, community organization and networking. The course builds upon the basic paradigms that have coalesced in the organizational and critical platforms of the sustainable design movement including ecology/environment, economy/employment, equity/equality and education/pedagogy/dissemination. The class reviews a wide spectrum of sustainable design strategies including: mapping of consumptive origin-thru-fate, green materials usage, creative commons, open source software/hardware movements, collaborative design, predictive complexity modeling, biomimicry, evolutionary design methods, and greening infrastructure, among others. Lab fee. Prerequisite: EDPX 4000 and EDPX 4010 or permission of the instructor.

EDPX 4400 Video Art (4 Credits)
This course continues the investigation of theories and practice of electronic media and expands into an exploration of video art, providing the basic principles of video technology and independent video production through a cooperative, hands-on approach utilizing small format video. Lab fee. Prerequisite: EDPX 4010 or permission of the instructor. Cross listed with EDPX 3400.

EDPX 4410 Advanced Video Art (4 Credits)
This course continues the investigation of theories and practices of electronic media and expands into an individual exploration of video art focusing on "off-screen" time-based media through conceptual and technological experimentation. Projects explore creating digital video for projection into spaces, onto buildings, and in the form of installations, to name a few formats. Projects are used as a platform for creative expression focusing on the critical skills necessary for the conception and completion of ideas. Lab fee. Prerequisite: EDPX 4400 or permission of instructor.

EDPX 4430 2.5D Motion (4 Credits)
This course provides students an opportunity to create multi-dimensionally active poetic orchestrations of text, video and audio using the post-production processing and animation tool, After Effects. Lab fee. Prerequisite: EDPX 4010. Cross listed with EDPX 3430.

EDPX 4440 Site-Specific Installation (4 Credits)
This class produces projects investigating physical space, virtual space and site-specific public installations. Lab fee. Cross listed with EDPX 3440. Prerequisites: EDPX 4000 and EDPX 4010.

EDPX 4450 Visual Programming (4 Credits)
This course introduces intuitive visual "programming" that allows rapid building of personalized tools for data, video, image, and sound manipulation. These tools can be used in real-time editing or performance, complex effects processing, or to bridge between multiple pieces of software. Lab fee. Cross listed with EDPX 3450. Prerequisite: EDPX 4010 or permission of the instructor.

EDPX 4460 Visual Programming II (4 Credits)
This course uses advanced visual programming concepts (as provided by Max/MSP and Jitter) to explore visualization and sonification techniques in an artistic context. Areas of exploration include OpenGL modeling and animation, virtual physics simulation, audio synthesis techniques, and external data manipulation. Students use these concepts to create art installation and performance projects. Lab fee. Cross listed with EDPX 3460. Prerequisite: EDPX 4450.

EDPX 4490 Expanded Cinema (4 Credits)
This course introduces several forms of expanded cinema, such as video remixes and mashups; live cinema and audiovisual performance; VJing; sonic visualization; visual music; and ambient video. The class extends the student's multitrack video and audio mixing skills to an emphasis on both performance and generative approaches to audiovisual media. It introduces software and hardware sets including VJ tools and visual programming for generating as well as manipulating video files and real-time source streams. Lab fee. Cross listed with EDPX 3490. Prerequisite: EDPX 4010 or permission of the instructor.

EDPX 4500 Sonic Arts (4 Credits)
This class introduces the tools and techniques of the sonic arts, including field recording; sampling and synthesis; sound editing and effects processing; and mixing. Students survey a variety of sonic arts, historical and contemporary, to understand techniques and strategies for developing and distributing sonic artifacts. Lab fee. Cross listed with EDPX 3500. Prerequisite: EDPX 4010 or permission of the instructor.

EDPX 4510 Sonic Arts II (4 Credits)
This class extends and applies the techniques and theories of the sonic arts to include loop-based composition, generative creation and modular processing. Students learn to add richness and complexity to audio work based on a combination of modern and classic techniques for audio production and the sonic arts. Class assignments include creation of audio for video and games, live performance and installations. Lab fee. Prerequisite: EDPX 4500 or permission of the instructor.
EDPX 4520 Voice and Sonic Environments (4 Credits)
This course covers environmental sound design with an emphasis on the human voice and acoustic ecologies. Studying and exploring a range of documentary, narrative and experimental approaches to sound design and the spoken word, students write and produce several short audio pieces. The final consists of a podcast, voice-oriented performance and/or sonic installation. Lab fee. Prerequisite: EDPX 4500 or permission of the instructor. Cross listed with EDPX 3520.

EDPX 4600 3D Modeling (4 Credits)
This course serves as an introduction to 3D modeling, texturing, and lighting on the computer. Students complete a series of projects in which the processes of preparing and producing a 3D piece are explored. Various strategies and techniques for creating detailed models to be used in animation and games are examined. Additional attention is spent on virtual camera techniques as well as the use of composting in creating final pieces. Current trends in the field are addressed through the analysis and discussion of current and historical examples. Lab fee. Cross listed with EDPX 3600, MFJS 3600. Prerequisite: EDPX 4000 or permission of the instructor.

EDPX 4610 3D Animation (4 Credits)
This course examines animation within virtual 3D environments. Starting with basic concepts, the course develops timing and spacing principles in animation to support good mechanics. They also serve as the basis for the more advanced principles in character animation as the class progresses. Lab fee. Cross listed with EDPX 3610. Prerequisite: EDPX 4600.

EDPX 4620 3D Spaces (4 Credits)
An exploration of 3D digital space and the possibilities found in games, narratives and visualizations in these spaces. A real-time engine is used by students to examine the opportunities of virtual 3D worlds. Lab fee. Prerequisites: EDPX 4010 and EDPX 4600, or permission of the instructor.

EDPX 4700 Topics in Digital Cultures (4 Credits)
This course provides an in-depth exploration of the emergent digital practices of a particular culture and unique area of advanced study (for example, art and science studies; activism; youth culture; critical game studies; the philosophy of technology; or social networking). Students learn the social/historical context of the particular culture and observe and document the interplay between cultural practices and particular technologies. Prerequisite: varies with topic.

EDPX 4701 Topics in Emergent Digital Practices (1-4 Credits)
Topics in Emergent Digital Practices.

EDPX 4725 Activist Media (4 Credits)
Today’s alternative cultures use Internet and mobile technologies to access and circulate mainstream information, but also to rapidly exchange information that exists outside mainstream media channels. Activist movements today with access to digital tools and networks are no longer dependent on newspapers and broadcast networks to represent them and to disseminate their messages. We are, however, just beginning to see how the proliferation of alternative networks of communication, and the content, practices, and identities they facilitate, interact with traditional political and business organizations, as well as with traditional media products and practices. This course focuses on media activism over the past half-century tied to various social movements with an emphasis on contemporary protest movements and their use of new and old media tools and strategies. Cross listed with EDPX 3725, MFJS 3150.

EDPX 4740 Performance Cultures (4 Credits)
This course explores the history and current state of technology and performance. Topics covered include expanded cinema, live cinema, VJing, performance art, and the intersections of audiovisual media and technologies with dance, theater, and more. This course incorporates reading and discussion of critical texts and documentation of theory, process and practices, and the class includes screening and discussion of examples of both historical and emerging forms of media-enriched performance. Students produce written media on a variety of performance-related issues, artifacts, and practitioners, culminating in a written document or interactive publication. Lab Fee. Prerequisites: EDPX 4010 and EDPX 4020, or permission of the instructor.

EDPX 4750 Sound Cultures (4 Credits)
This course explores some of the cultures of artists, producers, and listeners that have formed around sound technologies. The class combines reading of critical texts and guided listening to study several genres of music, sound art and noise, ranging from post-WWII electronic music, field recordings and sound art, to hip-hop, dub, techno, jam bands, and more. Interdisciplinary in critical approach, this class encourages students to listen to these sonic forms as intersections of technological, social, ideological and imaginative forces. Students produce written media on a variety of sound-related issues, artifacts, and practitioners, culminating in a podcast or interactive publication. Lab fee. Cross listed with EDPX 3750. Prerequisites: EDPX 4010 and EDPX 4020.

EDPX 4770 Cybercultures (4 Credits)
This course encompasses a variety of lenses through which to view, evaluate and critique ideas of ‘community’ and communities in cyberspace (cyber culture). The course covers such issues as: identity and race in cyberspace (including ‘identity and racial tourism’); communication technologies and social control; digital censorship; and utopian and dystopian representations of digital technology. The course also engages with social theories involving issues of technological determinism and the popular representation of technology. It explores the views of a diverse set of critics to ask whether digital things are ‘good’ for you and your communities. Cross listed with EDPX 3770. Prerequisite: EDPX 4020.
EDPX 4780 Speculative Cultures (4 Credits)
This course explores the intersections of emergent digital practices and cultures with the extrapolative thought experiments, technical speculations, and social criticisms of science fiction. Students read, discuss, write and otherwise respond to primary texts by the likes of William Gibson, Bruce Sterling, Cory Doctorow, Philip K. Dick, and Hiroshi Yamamoto. Science fiction studies may also include sub-genres (steampunk, hard science fiction, ecological) and regional categories (Japanese sci-fi), as well as consider science fiction in other media formats (sound recordings, film, games). Students produce written materials in a variety of formats, culminating in a formal essay or interactive publication. Cross listed with EDPX 4780. Prerequisite: EDPX 4020 or permission of the instructor.

EDPX 4800 Topics in Digital Making (4 Credits)
This course provides an in-depth explorations of the emergent digital practices of a technology or method for making (for example, wearables; interactive projections; augmented reality; immersive multi-channel soundscapes). Students learn the social/historical context of the particular method and consider the role and function their creations serve when it becomes public. Lab Fee. Prerequisite: varies with topic.

EDPX 4980 Internship (0-8 Credits)
Instructor approval required.

EDPX 4991 Independent Study (1-8 Credits)
Independent Study form required.

EDPX 4992 Directed Study (1-4 Credits)
Independent study form required.

EDPX 4995 Independent Research (1-10 Credits)

EDPX 5000 Graduate Seminar (4 Credits)
Topics vary. Reading and discussion of critical theory. May include project(s) related to the topic. Course may be repeated up to six times.

EDPX 5100 Graduate Critique (4 Credits)
The course focuses on student’s creative production. Critiques are moderated by a different faculty member each quarter. Conceptual, methodological and theoretical concerns are stressed. Critiques are designed to assist in the experimentation, preparation and construction of individual art projects. Time is also spent on preparing students for a professional practice in the Arts. Course may be repeated up to six times.

EDPX 5700 Research & Theoretical Methods (4 Credits)
This course provides graduate students with the strategies and techniques of research in the area of digital media studies.

EDPX 5800 M.A. Thesis (4-8 Credits)
Independent work toward completion of the MA Thesis. May only be taken with the permission of the Graduate Director. May be taken for up to 8 credit hours.

EDPX 5850 M.A. Project (4-8 Credits)
Independent work toward completion of the MA Project. May only be taken with the permission of the Graduate Director. May be taken for up to 8 credit hours.

EDPX 5900 MFA Exhibition (4-8 Credits)
Independent work toward completion of the MFA Thesis Exhibition. May only be taken with the permission of the Graduate Director. May be taken for up to 8 credit hours.

English

Office: Sturm Hall
Mail Code: 2000 E. Asbury Ave., Denver, CO 80208
Phone: 303-871-2266
Email: kheeps@du.edu
Web Site: http://www.du.edu/english

The department of English offers a PhD in English with concentrations in creative writing, literary studies and rhetoric and theory, as well as an MA with a concentration in literary studies.

Our major areas for dissertation research include creative writing; modern and contemporary British literature; American literature; American multicultural literature and Anglphone literatures; genre studies; and literary theory and rhetoric. We also offer course work in traditional literary fields, cultural studies, ethnic literatures and gender studies.

The University of Denver’s department of English is small and intimate, with 22 faculty members, who all publish widely and seek to translate their learning into shared experiences by working closely with students in and out of the classroom.

Because of our relatively small faculty, the department has the flexibility to allow students to tailor their degrees to their specific talents and interests. We do so with a distinctive curriculum that offers not only typical graduate seminars but also writing workshops, individually designed tutorials and colloquia devoted to teaching and professional development. Such a curriculum encourages students to cross genre boundaries in their writing, to relate theory to practice and to work creatively with scholarly projects.
Master of Arts in English with a Concentration in Literary Studies

Following are the simple steps to apply for graduate study in English at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines

• Applications for graduate study in English at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
• All online materials must be submitted, and all supplemental materials must be postmarked, by the program’s stated deadline: Master’s program – January 1, for the fall quarter.
• A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements

• Proof of a bachelor’s degree is required from a regionally accredited college or university.
• A Bachelor of Arts degree (BA), from a regionally accredited college or university, showing satisfactory preparation, grades and potential for advanced study are required for the master’s program.

Transcripts

• Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
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• Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early. Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.

Test Scores

• Satisfactory scores on the Graduate Record Examination (GRE) for both the general test and the Advanced Literature subject test are required. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. The institution code for the University of Denver is 4842.

Language Proficiency

• Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the graduate programs in English at DU is 88 (iBT) or 570 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted is 6.5. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual for complete English language proficiency requirements.

• Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

Essay

• An academic essay is required. The essay should be submitted via upload through the online application process.

Statement of Intent

• A statement of intent is required. The statement should be submitted via upload through the online application process.

Recommendation Letters

• Three letters of recommendation from college instructors that speak to the applicant’s scholarly and/or creative work are required. These letters should be solicited and uploaded by recommenders through the online application system. Letters must be received by the program’s stated deadline.

Financial Support

• To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.
• Information about financial aid can be found on the Office of Financial Aid website (http://www.du.edu/financialaid/graduate). International students are not eligible for federal financial aid.

**Application Status**
• We encourage you to be actively engaged in the admission process. You can check your application status online (https://webcentral.du.edu).

**Mailing Address**
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  Office of Graduate Studies  
  Mary Reed Building, Room 5  
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**International Applicants**
• For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information (http://www.du.edu/learn/graduates/internationalapplicants.html). International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program's application deadline.


**Doctor of Philosophy in English with a Concentration in Creative Writing**

Following are the simple steps to apply for graduate study in English at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

**Apply Online / Application Deadlines**
• Applications for graduate study in English at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
• All online materials must be submitted, and all supplemental materials must be postmarked, by the program's stated deadline: Doctoral program – January 1, for the fall quarter.
• A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

**Course and Degree Prerequisites and Requirements**
• Proof of a bachelor’s and a master’s degree are required from a regionally accredited college or university.
• A Master of Arts degree (MA) or Master of Fine Arts (MFA), from a regionally accredited college or university, showing satisfactory preparation, grades and potential for advanced study are required for the doctoral program.

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• The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/ American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.

**Test Scores**
• Satisfactory scores on the Graduate Record Examination (GRE) for both the general test and the Advanced Literature subject test are required. Scores must be received directly from the appropriate testing agency by the program's stated deadline. The institution code for the University of Denver is 4842.

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Statement of Intent
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Program-Specific Admission Requirements
- Applicants for the creative writing doctoral program must also submit representative samples of creative work. These may be submitted via upload through the online application process.

Recommendation Letters
- Three letters of recommendation from college instructors that speak to the applicant’s scholarly and/or creative work are required. These letters should be solicited and uploaded by recommenders through the online application system. Letters must be received by the program’s stated deadline.

Financial Support
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Doctor of Philosophy in English with a Concentration in Literary Studies

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Doctor of Philosophy in English with a Concentration in Rhetoric and Theory

Following are the simple steps to apply for graduate study in English at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines

- Applications for graduate study in English at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
- All online materials must be submitted, and all supplemental materials must be postmarked, by the program's stated deadline: Doctoral program – January 1, for the fall quarter.
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Course and Degree Prerequisites and Requirements

- Proof of a bachelor’s and a master’s degree are required from a regionally accredited college or university.
- A Master of Arts degree (MA) or Master of Fine Arts (MFA), from a regionally accredited college or university, showing satisfactory preparation, grades and potential for advanced study are required for the doctoral program.

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**Master of Arts in English with a Concentration in Literary Studies**

**Course Requirements**

• 45 hours of course credit, up to 13 hours of which may be taken in graduate tutorials, independent research and/or cognate courses outside the department.

• A minimum of 32 classroom hours (eight courses) is required.

• All course work for the MA should be taken at the University of Denver, but, in rare exceptions, a maximum of 10 credit hours taken elsewhere may count for the requirements if approved by the director of graduate studies.

• While students have no specific course requirements beyond the 32-hour minimum within the department of English and the 13 hours of tutorials or cognate courses, they are advised to work closely with an adviser to determine a balance between coverage and focus. They may take both 3000- and 4000-level courses in literary studies, but students must petition to count more than two 3000-level courses towards graduate study.

• Courses must be completed within three years of enrollment (excluding ENGL 4995).

**Coursework Requirements**

Up to 13 credits of which may be taken in graduate tutorials, independent research and/or cognate courses outside the department.
Minimum of 32 classroom hours (eight courses) is required.

### Total Credits

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<th>Non-Course Requirements</th>
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<td><strong>Total Credits</strong></td>
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#### Doctor of Philosophy in English with a Concentration in Creative Writing

**Course Requirements**

- 90 graduate-level quarter hours beyond the master's degree
- 48 hours of course work must be in formal classes, excluding ENGL 5995 and ENGL 5991, non-ENGL courses and tutorials
- Five courses distributed over three literary periods. Students must take at least one course in one period and at least two courses in the other two periods. Students must petition to count more than two 3000-level courses towards graduate study.

Over the course of each academic year, the English department offers courses in each of the major literary periods: Old English/ Medieval; Renaissance; 18th, 19th and 20th centuries as well as contemporary; rhetoric and theory. All students must satisfy the distribution requirement by selecting courses from the following groups:

- Old English
- Medieval
- Renaissance
- 18th–19th centuries
- Modern
- Contemporary

**Coursework Requirements**

48 hours of course work must be in formal classes, excluding ENGL 5995 and ENGL 5991, non-ENGL courses and tutorials

Five courses distributed over three literary periods. Students must take at least one course in one period and at least two courses in the other two periods. Students must petition to count more than two 3000-level courses towards graduate study.

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**Graduate Tutorials**

<table>
<thead>
<tr>
<th>ENGL 4100</th>
<th>Graduate Tutorial</th>
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</table>

**Graduate Professional Seminars**

<table>
<thead>
<tr>
<th>ENGL 4830</th>
<th>Seminar: Teaching and Writing Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 4702</td>
<td>Topics in English (Crit Imag)</td>
</tr>
</tbody>
</table>
ENGL 4000  Colloquium 2

Three writing workshops: two in the genre of specialization, one in another 12

ENGL 4001  Sem Creative Writing-Poetry
ENGL 4011  Sem Creative Writing-Fiction
ENGL 4017  Travel Writing
ENGL 4650  Special Topics: 20th Cent Lit (Translation)
ENGL 4675  Interactive Fictions

Total Credits 90

Non-Course Requirements:

- Preliminary advancement to candidacy
- Advancement to candidacy
- A dissertation of publishable quality that makes a significant contribution to its field. This will take the form of an extended scholarly and critical work (usually between 150 and 250 pages) OR a creative work (fiction or poetry). The creative dissertation must include a critical preface that situates the dissertation in its literary context.
- Oral examination. When the dissertation is completed, it must be defended by the candidate. The defense must take place by April 30. No dissertation defenses will be held during the summer quarter. The candidate is therefore advised to set the defense date as far in advance as possible. The defense takes the form of a discussion with the committee concerning the content, context and implications of the work. The dissertation committee consists of the director, two other readers from the English department and an outside chair.
- Tool (reading knowledge of one language) proficiency may be established by completing one of the following:
  - Passing a standard reading examination accredited by the department
  - Passing, with a grade of B or better, a 3000-level literature course in the language.
  - Successful completion of the Bibliography and Research Methods class in the English department.
  - Selection and successful completion of a cognate course in another department that will augment specific skills. This course must be approved by the Graduate Committee.
  - Successful completion of Old English, followed by a two-hour “Beowulf” tutorial, followed by an intermediate Old English tutorial. (This option will no longer require a petition to the Graduate Committee.)
  - Successful completion of a graduate translation class (students must secure approval of instructor)

The language requirements must be completed one quarter before graduation.

- Prospectus review. By the end of the winter quarter of the third year, students must submit a Dissertation Area Proposal to the director of graduate studies. This proposal is a brief description of the proposed area of the dissertation; it must be signed by at least two dissertation committee members. Before the end of the third quarter of the third year of study, all students should complete the prospectus review. This is an oral discussion based on the written dissertation prospectus and conducted by the director of graduate studies and a committee consisting of the first two readers of the dissertation. The prospectus should be approximately 2,500–3,000 words and should be presented to the exam committee well in advance of the exam. For creative writing students, the prospectus should discuss the theoretical and generic origins of the project, its methodology and artistic goals.
- Written comprehensive exam. At the beginning of the third year of study, and after 48 hours of completed course work, all students will take a written comprehensive exam covering three (out of four) areas of study: an author or major figure; a genre; a period; and a second period or special topic. All choices must be approved by examiners and the graduate director. Students will prepare a reading list for each area in consultation with examiners. All lists must be signed by both examiners and on file with the graduate director by May 1 or the student will not be allowed to take the exam the following fall.

Doctor of Philosophy in English with a Concentration in Literary Studies

Course Requirements for Literary Studies

- 90 graduate-level quarter hours beyond the master’s
- 48 hours of course work must be in formal classes, excluding ENGL 5995, non-ENGL courses and tutorials.
- 10 max for tutorial courses

Five courses distributed over three literary periods: before 1700; 1700–1900; and after 1900. Students must take at least one course in one period and at least two courses in the other two periods. Students must petition to count more than two 3000-level courses towards graduate study.

Coursework Requirements

48 hours of course work must be in formal classes, excluding ENGL 5995, non-ENGL courses and tutorials.

10 max for tutorial courses
Five courses distributed over three literary periods: before 1700; 1700–1900; and after 1900. Students must take at least one course in one period and at least two courses in the other two periods. Students must petition to count more than two 3000-level courses towards graduate study.

Before 1700

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ENGL 4125</td>
<td>Old English</td>
</tr>
<tr>
<td>ENGL 4150</td>
<td>Special Topics in Medieval Lit</td>
</tr>
<tr>
<td>ENGL 4200</td>
<td>Special Topics - Early Mod Lit</td>
</tr>
<tr>
<td>ENGL 4213</td>
<td>Advanced Studies in Early Modern Literature</td>
</tr>
<tr>
<td>ENGL 4220</td>
<td>Seminar - Studies in Shakespeare</td>
</tr>
</tbody>
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1700-1900

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENGL 4300</td>
<td>Advanced Studies in 18th Century Literature</td>
</tr>
<tr>
<td>ENGL 4321</td>
<td>Spc Tpcs: 18th Cent Literature</td>
</tr>
<tr>
<td>ENGL 4424</td>
<td>Topics in English: 19th Century Literature</td>
</tr>
<tr>
<td>ENGL 4700</td>
<td>Antebellum American Literature</td>
</tr>
<tr>
<td>ENGL 4730</td>
<td>American Romanticism</td>
</tr>
<tr>
<td>ENGL 4732</td>
<td>Spc Tpc: Antebellum Amer Lit</td>
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<tr>
<td>ENGL 4735</td>
<td>Sem: H. James &amp; E. Wharton</td>
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After 1900

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENGL 4600</td>
<td>Adv Studies - 20th Cent Lit</td>
</tr>
<tr>
<td>ENGL 4621</td>
<td>Adv Studies-20th C. Literature</td>
</tr>
<tr>
<td>ENGL 4650</td>
<td>Special Topics: 20th Cent Lit</td>
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Professional Seminars

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENGL 4000</td>
<td>Colloquium</td>
</tr>
<tr>
<td>ENGL 4702</td>
<td>Topics in English (Crit Imag)</td>
</tr>
<tr>
<td>ENGL 4830</td>
<td>Seminar: Teaching and Writing Literature</td>
</tr>
</tbody>
</table>

| Total Credits | 90 |

Non-Course Requirements:

- Preliminary advancement to candidacy
- Advancement to candidacy
- A dissertation of publishable quality that makes a significant contribution to its field. This will take the form of an extended scholarly and critical work (usually between 150 and 250 pages) OR a creative work (fiction or poetry). The creative dissertation must include a critical preface that situates the dissertation in its literary context.
- Oral examination. When the dissertation is completed, it must be defended by the candidate. The defense must take place no later than April 30. No dissertation defenses will be held during the summer quarter. The candidate is therefore advised to set the defense date as far in advance as possible. The defense takes the form of a discussion with the committee concerning the content, context and implications of the work. The dissertation committee consists of the director, two other readers from the English department and an outside chair.
- Tool (reading knowledge of one language) proficiency may be established by completing one of the following:
  - Passing a standard reading examination accredited by the department
  - Passing, with a grade of B or better, a 3000-level literature course in the language
  - Successful completion of the Bibliography and Research Methods class in the English department
  - Selection and successful completion of a cognate course in another department that will augment specific skills. This course must be approved by the Graduate Committee.
  - Successful completion of Old English, followed by a two-hour “Beowulf” tutorial, followed by an intermediate Old English tutorial. (This option will no longer require a petition to the Graduate Committee.)
  - Successful completion of a graduate translation class (students must secure approval of instructor)

The language requirements must be completed one quarter before graduation.

- Prospectus review. By the end of the winter quarter of the third year, students must submit a Dissertation Area Proposal to the director of graduate studies. This proposal is a brief description of the proposed area of the dissertation; it must be signed by at least two dissertation committee members. Before the end of the third quarter of the third year of study, all students should schedule the prospectus review. This is an oral discussion based on the written dissertation prospectus and conducted by the director of graduate studies and a committee consisting of the first two readers of the dissertation. The prospectus should be approximately 2,500–3,000 words and should be presented to the exam committee well in advance of the exam. For literature and rhetoric/theory students, the prospectus should outline the relevant scholarship and describe an original thesis for the proposed work. It should also include a working bibliography for the project.
• Written comprehensive exam. At the beginning of the third year of study, and after 48 hours of completed course work, all students will take a written comprehensive exam covering three (out of four) areas of study: an author or major figure; a genre; a period; and a second period or special topic. All choices must be approved by examiners and the graduate director. Students will prepare a reading list for each area in consultation with examiners. All lists must be signed by both examiners and on file with the graduate director by May 1 or the student will not be allowed to take the exam the following fall.

Doctor of Philosophy in English with a Concentration in Rhetoric and Theory

Course Requirements

• 90 hours of course work beyond the master's
• 48 hours of course work must be in formal classes, excluding ENGL 5995, non-ENGL courses and tutorials.
• 10 max for tutorial courses
• Five courses distributed over three periods: before 1700; 1700 – 1900; and after 1900. Students must take at least one course in one period and at least two courses in the other two periods. Students must petition to count more than two 3000-level courses towards graduate study.
• Three rhetoric and theory courses

Coursework Requirements

48 hours of course work must be in formal classes, excluding ENGL 5995, non-ENGL courses and tutorials.
10 max for tutorial courses

Five courses distributed over three periods
Students must take at least one course in one period and at least two courses in the other two periods.

Before 1700

<table>
<thead>
<tr>
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<tbody>
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<td>Special Topics-Early Mod Lit</td>
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<td>Advanced Studies in Early Modern Literature</td>
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<td>Seminar-Studies in Shakespeare</td>
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1700-1900

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<tbody>
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<td>ENGL 4300</td>
<td>Advanced Studies in 18th Century Literature</td>
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<td>Sem: H. James &amp; E. Wharton</td>
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After 1900

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<tbody>
<tr>
<td>ENGL 4600</td>
<td>Adv Studies -20th Cent Lit</td>
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<tr>
<td>ENGL 4621</td>
<td>Adv Studies-20th C. Literature</td>
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<tr>
<td>ENGL 4650</td>
<td>Special Topics: 20th Cent Lit</td>
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</table>

Rhetoric and theory

Select four of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ENGL 3815</td>
<td>Studies in Rhetoric</td>
</tr>
<tr>
<td>ENGL 3817</td>
<td>History of Rhetoric</td>
</tr>
<tr>
<td>ENGL 3818</td>
<td>Composition Theory</td>
</tr>
<tr>
<td>ENGL 3821</td>
<td>Literary Criticism: 19th Century-Present</td>
</tr>
<tr>
<td>ENGL 3822</td>
<td>Literary Criticism: 20th Century</td>
</tr>
<tr>
<td>ENGL 3823</td>
<td>Interpretation Theory</td>
</tr>
<tr>
<td>ENGL 3825</td>
<td>Cultural Criticism</td>
</tr>
<tr>
<td>ENGL 4600</td>
<td>Adv Studies -20th Cent Lit</td>
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<td>ENGL 4650</td>
<td>Special Topics: 20th Cent Lit</td>
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Other requirements

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENGL 4100</td>
<td>Graduate Tutorial</td>
</tr>
</tbody>
</table>

General Professional Seminars
Non-Course Requirements

- Preliminary advancement to candidacy
- Advancement to candidacy
  - A dissertation of publishable quality that is a significant contribution to its field. This will take the form of an extended scholarly and critical work (usually between 150 and 250 pages) or a creative work (fiction or poetry). The creative dissertation must include a critical preface that situates the dissertation in its literary context.
  - Oral examination. When the dissertation is completed, it must be defended by the candidate. The defense must take place no later than three weeks before graduation. No dissertation defenses will be held during the summer quarter. The candidate is therefore advised to set the defense date as far in advance as possible. The defense takes the form of a discussion with the committee concerning the content, context and implications of the work. The dissertation committee consists of the director, two other readers from the English department and an outside chair.
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    - Selection and successful completion of a cognate course in another department that will augment specific skills. This course must be approved by the Graduate Committee.
    - Successful completion of Old English, followed by a two-hour "Beowulf" tutorial, followed by an intermediate Old English tutorial. (This option will no longer require a petition to the Graduate Committee.)
    - Successful completion of a graduate translation class (students must secure approval of instructor)

The language requirements must be completed one quarter before graduation.

- Prospectus review. By the end of the winter quarter of the third year, students must submit a Dissertation Area Proposal to the director of graduate studies. This proposal is a brief description of the proposed area of the dissertation; it must be signed by at least two dissertation committee members. Before the end of the second quarter of the third year of study, all students should schedule the prospectus review. This is an oral discussion based on the written dissertation prospectus and conducted by the director of graduate studies and a committee consisting of the first two readers of the dissertation. The prospectus should be approximately 2,500–3,000 words and should be presented to the review committee well in advance of the exam. For literature and rhetoric/theory students, the prospectus should outline the relevant scholarship and describe an original thesis for the proposed work. It should also include a working bibliography for the project.

- Written comprehensive exam. At the beginning of the third year of study, and after 48 hours of completed course work, all students will take a written comprehensive exam covering three (out of four) areas of study: an author or major figure; a genre; a period; and a second period or special topic. All choices must be approved by examiners and the graduate director. Students will prepare a reading list for each area in consultation with examiners. All lists must be signed by both examiners and on file with the graduate director by May 1 or the student will not be allowed to take the exam the following fall.

Courses

**ENGL 3000 Advanced Creative Writing-Poetry (4 Credits)**
Technique, writing practice and criticism.

**ENGL 3001 Advanced Creative Writing-Poetry (4 Credits)**
Technique, writing practice and criticism.

**ENGL 3002 Advanced Creative Writing-Poetry (4 Credits)**
Technique, writing practice and criticism.

**ENGL 3003 Advanced Creative Writing-Poetry (4 Credits)**
Technique, writing practice and criticism.

**ENGL 3010 Advanced Creative Writing-Fiction (4 Credits)**
Technique, writing practice and criticism.

**ENGL 3011 Advanced Creative Writing-Fiction (4 Credits)**
Technique, writing practice and criticism.

**ENGL 3012 Advanced Creative Writing-Fiction (4 Credits)**
Technique, writing practice and criticism.
ENGL 3013 Ad Creative Writing-Fiction (4 Credits)
Technique, writing practice and criticism.

ENGL 3015 Advanced Creative Writing: Non-Fiction (4 Credits)

ENGL 3017 Travel Writing-Fiction & Fact (4 Credits)
A study of European, American and other narratives of travel. This course examines relevant postcolonial and literary theories of travel and nationhood.

ENGL 3040 Introduction to Publishing (4 Credits)
Cross listed with ENGL 2040, MFJS 3140.

ENGL 3101 Non-Chaucerian Middle English Literature (4 Credits)
A study of Chaucer's near-contemporaries, Gower, Langland, and the Pearl poet as well as drama and lyrics.

ENGL 3121 Chaucer: Canterbury Tales (4 Credits)
Life, culture, language and literary trends of Chaucer's age as reflected in "The Canterbury Tales".

ENGL 3320 Oral Literature and Orality in Literature (4 Credits)
The term "oral literature" generally refers to narratives and poems--including songs--performed and disseminated orally from one generation to the other. Oral literature is, in some respects, the foundational 'text' of written literature. Some of the questions that we therefore explore in this course are as follows: How did oral literature develop? What are its types and their characteristics? How has oral literature been shaped by time and place? How is it distinct from as well as related to written literature? To answer these questions, we explore different forms of oral literature--from the traditional (such as folklore) to the contemporary (such as spoken word poetry). We also study the use of orality as a literary device in written literature. Our studies involve the examination of material and texts from different parts of the world.

ENGL 3402 Early Romantics (4 Credits)

ENGL 3405 Postmodern Visions of Israel (4 Credits)
This course investigates how representation of Israel as a modernist utopia have been replaced in contemporary literature with images of Israel as a dystopia. The class discusses the historical context that gave rise to visions of an idealized Israel, and the role the Hebrew language played in consolidating and connecting narration to nation. Next the class considers how belles-lettres from recent decades have reimagined Israel as a series of multilingual “multiverses.” A selection of fiction translated from Hebrew forms the core of class reading. Theoretical exploration of postmodernism help us conceptualize the poetics of postmodern literature. No knowledge of Israeli history or Jewish culture is necessary to succeed in this course. Cross listed with JUST 3405.

ENGL 3406 Writing the American West (4 Credits)
Explores historical and contemporary writing produced in and about the American West.

ENGL 3407 20th-Century American Fiction (4 Credits)

ENGL 3706 Writing the American West (4 Credits)
Explores historical and contemporary writing produced in and about the American West.

ENGL 3720 20th-Century American Fiction (4 Credits)

ENGL 3731 Topics in English (1-4 Credits)
ENGL 3732 Topics in English (1-4 Credits)
ENGL 3733 Topics in English (1-4 Credits)
Topics vary reflecting the interdisciplinary nature of the department and studies of the faculty.

ENGL 3743 Modern Jewish Literature (4 Credits)
Stories, novels and memoirs by 20th-century Jewish writers; consideration of issues of generation, gender and idea of Jewish literature as a genre. Cross listed with JUST 3743.

ENGL 3744 African American Literature (4 Credits)

ENGL 3800 Bibliography/Research Method (4 Credits)

ENGL 3803 Modernism/Postmodernism (4 Credits)

ENGL 3813 History and Structure of the English Language (4 Credits)
A composite course studying both the structure of modern English and the history of the English language.

ENGL 3815 Studies in Rhetoric (4 Credits)
This course will examine the history and principles of rhetoric and how they pertain to theory and practice in the field of composition and rhetoric.

ENGL 3817 History of Rhetoric (4 Credits)

ENGL 3818 Composition Theory (4 Credits)

ENGL 3821 Literary Criticism: 19th Century-Present (4 Credits)

ENGL 3822 Literary Criticism: 20th Century (4 Credits)
Critical methods and philosophies of 20th-century critics; their relationship to traditions.

ENGL 3823 Interpretation Theory (4 Credits)

ENGL 3825 Cultural Criticism (4 Credits)
Cross listed with ENGL 2835.

ENGL 3852 Topics in Poetics (4 Credits)
ENGL 3982 Writers in the Schools (2-4 Credits)
This course operates mostly "in the field." Following the models of California Poets in the Schools and Teachers & Writers Collaborative, students are in training with a poet-in-residence, observing him as he conducts a residency in a public school. In addition, we have our own meetings to discuss pedagogy, classroom practices and management, teacher-writer relations, and all other necessary logistical planning. Placement in public schools is facilitated by Denver SCORES, an education program dedicated to increasing literacy in Denver's at-risk school population. For those wishing to work with middle or high school students, or in other community settings (e.g., homeless or women's shelters), special arrangements can be made. This course is a collaborative effort between CO Humanities, Denver SCORES, and the University of Denver.

ENGL 3991 Independent Study (1-17 Credits)
ENGL 3992 Directed Study (1-10 Credits)
ENGL 3995 Independent Research (1-10 Credits)
ENGL 4000 Colloquium (2 Credits)
ENGL 4001 Sem Creative Writing-Poetry (4 Credits)
ENGL 4011 Sem Creative Writing-Fiction (4 Credits)
ENGL 4012 History/Theory of Genre-Poetry (4 Credits)
ENGL 4017 Travel Writing (4 Credits)
ENGL 4100 Graduate Tutorial (2-4 Credits)
ENGL 4120 Beowulf (2 Credits)
Reading and translation of the Old English Beowulf. Prerequisite: ENGL 4125.
ENGL 4125 Old English (4 Credits)
ENGL 4150 Special Topics in Medieval Lit (4 Credits)
ENGL 4200 Special Topics-Early Mod Lit (4 Credits)
ENGL 4210 Holocaust Literature (4 Credits)
This seminar presents a multidisciplinary and transnational approach to literature of the Holocaust. Students consider memoir, fiction, and poetry drawn from a variety of national literatures and linguistic traditions. Works written by victims, survivors and 'witnesses through the imagination' are all considered. These readings are supplemented by secondary texts, including historical and philosophical materials, as well as relevant works from the social sciences.

ENGL 4213 Advanced Studies in Early Modern Literature (4 Credits)
ENGL 4220 Seminar-Studies in Shakespeare (4 Credits)
ENGL 4300 Advanced Studies in 18th Century Literature (4 Credits)
ENGL 4321 Spc Tpcs: 18th Cent Literature (4 Credits)
Special Topics courses will explore specific topics within historical periods, single authors, or theoretical/critical/ scholarly issues.
ENGL 4424 Topics in English: 19th Century Literature (4 Credits)
Special Topics courses will explore specific topics within historical periods, single authors, or theoretical/critical/ scholarly issues.
ENGL 4600 Adv Studies -20th C. Literature (4 Credits)
ENGL 4621 Adv Studies-20th C. Literature (4 Credits)
This course will offer (and be required of) graduate students an advanced foundation in 20th century literature; the primary texts and their cultural/ historical/ theoretical contexts.

ENGL 4650 Special Topics: 20th Cent Lit (4 Credits)
ENGL 4675 Interactive Fictions (4 Credits)
This class examines the border between traditional narrative texts and texts that require a higher degree of interactivity, collectively called 'configurational narratives,' 'works in movement' (Umberto Eco) or 'cyber texts' (Espen Aarseth). The goal is to identify what differences may exist between traditional and interactive literatures, and to analyze the possibilities of the future of narrative. Primary texts are drawn from experimental and avant-garde works of poetry, prose, drama, and games. Secondary texts survey recent critical theory and trace analyses of interactivity to determine how "literature is a combinatorial game" (Italo Calvino).

ENGL 4700 Antebellum American Literature (4 Credits)
ENGL 4701 Topics in English (2-5 Credits)
A topics class; topics may change.
ENGL 4702 Topics in English (2-5 Credits)
A topics class; topics may change.
ENGL 4730 American Romanticism (4 Credits)
ENGL 4732 Spc Tpc: Antebellum Amer Lit (4 Credits)
ENGL 4735 Sem: H. James & E. Wharton (4 Credits)
ENGL 4830 Seminar: Teaching and Writing Literature (2-4 Credits)
ENGL 4832 Sem: Teaching Writing & Lit (2 Credits)
ENGL 4840 Topics in Composition Studies (2-4 Credits)
Each offering of this course focuses on specific issues in theory, research, or pedagogy within the broad field of composition studies. Examples of topics include the development of writing abilities; genre theory and composing; multimodal texts and their intersections and disjunctions of rhetoric and composition; the history of composing theories and practices; realms of composing, including the academic, civic, vocational, aesthetic, and interpersonal; institutional formations and settings of composing; discourse theories; stylistics; race, gender, class and composing; and so on.
ENGL 4851 Publishing Institute (6 Credits)
ENGL 4852 Dissertation Colloquium (2 Credits)
This two-credit dissertation colloquium is offered in the winter and spring for third-year PhD students in English who are in the process of researching and writing their dissertations. In addition to having weekly presentations and discussions of work in progress, the group will peruse prefaces and introductions to former English Department dissertations, write and abstract for their own dissertation, and possibly revise and send out a piece from their dissertation. The class is open to both literary studies and creative writing students. Restricted to doctoral students in English.
ENGL 4991 Independent Study (1-17 Credits)
ENGL 4992 Directed Study (1-10 Credits)
ENGL 4995 Independent Research (1-17 Credits)
ENGL 5991 Independent Study (1-17 Credits)
ENGL 5995 Independent Research (1-17 Credits)

Lamont School of Music

Office: Robert & Judi Newman Center for the Performing Arts
Mail Code: 2344 E. Iliff Ave., Denver, CO 80208
Phone: 303-871-6400
Email: musicadmissions@du.edu
Web Site: http://www.du.edu/lamont

With its wide array of degrees and certificates, outstanding faculty and superior new facilities, the Lamont School of Music is one of the most distinguished music programs in the United States.

If the words dedication, discipline, enthusiasm and desire define your musical aspirations, then you’ll find exciting opportunities at the University of Denver. The Lamont School of Music will lend resonance to your musical career, as well as surrounding you with other talented students and a rich cultural environment in Denver.

The Lamont School of Music offers MM programs with concentrations in composition, conducting, pedagogy and performance, as well as MA programs in music theory and musicology. We also offer certificates with concentrations in conducting, orchestral studies, performance and Suzuki teaching; and artist diploma programs with a concentration in conducting and orchestral studies.

The faculty is composed of professors and instructors who actively perform, compose, publish, and lecture worldwide. The Lamont School of Music is located in the Robert and Judi Newman Center for the Performing Arts, a 186,000-square-foot state-of-the-art facility opened in 2002 and officially inaugurated in 2003. The Newman Center includes an academic building, a 225-seat recital hall, a 1,000-seat concert/opera hall and a 250-seat flexible theater. The academic building is replete with teaching studios, practice rooms (some of which are digitally enhanced as “virtual” acoustic practice rooms), large rehearsal spaces, a music library, a digital keyboard laboratory, two recording studios, an electronic music lab, classrooms with smart-to-the-seat technology and an 80-seat recital salon.

Certificate in Music (artist Diploma Program) with a concentration in Conducting

Following are the simple steps to apply for the Lamont School of Music artist diploma at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines
- Applications for the artist diploma at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
- All online materials must be submitted, and all supplemental materials must be postmarked, by the program’s stated deadline: December 15, for the fall quarter only.
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.
Course and Degree Prerequisites and Requirements

- Proof of a high school diploma is required; however, an undergraduate degree is not necessary.

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
- The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
- Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early. Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.
- The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/ American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and Scrip-Safe.

Language Proficiency

- Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) for complete English language proficiency requirements.
- Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

Personal Statement

- A personal statement of at least 300 words is required. Your statement should include information concerning your life, education, experiences, interests and reason for applying to DU. The statement should be submitted via upload through the online application process.

Resume

- The resume is required and should be submitted via upload through the online application process.

Recommendation Letters

- Conducting applicants: One to three (1-3) letters of recommendation are required. Recommendations must come from people who have seen the applicant conduct.

Submit the Following to the Lamont School of Music, Office of Admission

- Submit a prescreen video recording to the Lamont Application (https://app.decisiondesk.com/clients/lamontadmissions/account/create) by December 15, 2013. If you successfully pass the prescreen, you will be invited to Lamont for a live audition.

Financial Support

- To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.
- Information about financial aid can be found on the Office of Financial Aid website (http://www.du.edu/financialaid/graduate). International students are not eligible for federal financial aid.
- Some programs provide competitive awards in the form of fellowships and/or assistantships. Contact your academic program for more information.

Application Status

- We encourage you to be actively engaged in the admission process. You can check your application status online (https://PioneerWeb.du.edu).

Mailing Address

- Mail official transcripts and any supplemental admission materials not submitted with the online application to:
International Applicants

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information (http://www.du.edu/learn/graduates/internationalapplicants.html). International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.

The Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) provides complete details regarding admission requirements.

Certificate in Music (Artist Diploma Program) with a concentration in Orchestral Studies

Following are the simple steps to apply for the Lamont School of Music artist diploma at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines

- Applications for the artist diploma at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
- All online materials must be submitted, and all supplemental materials must be postmarked, by the program’s stated deadline: December 15, for the fall quarter only.
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements

- Proof of a high school diploma is required; however, an undergraduate degree is not necessary.

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
- The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
- Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early. Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.
- The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.

Language Proficiency

- Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) for complete English language proficiency requirements.
- Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.
Personal Statement

• A personal statement of at least 300 words is required. Your statement should include information concerning your life, education, experiences, interests and reason for applying to DU. The statement should be submitted via upload through the online application process.

Resume

• The resume is required and should be submitted via upload through the online application process.

Recommendation Letters

• Conducting applicants: Three (3) letters of recommendation are required. Recommendations must come from people who have seen the applicant conduct.

Submit the Following to the Lamont School of Music, Office of Admission

• Submit a prescreen video recording to the Lamont Application (https://app.decisiondesk.com/clients/lamontadmissions/account/create) by December 15, 2013. If you successfully pass the prescreen, you will be invited to Lamont for a live audition/mini-recital.

Financial Support

• To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.
• Information about financial aid can be found on the Office of Financial Aid website (http://www.du.edu/financialaid/graduate). International students are not eligible for federal financial aid.
• Some programs provide competitive awards in the form of fellowships and/or assistantships. Contact your academic program for more information.

Application Status

• We encourage you to be actively engaged in the admission process. You can check your application status online (https://webcentral.du.edu).

Mailing Address

• Mail official transcripts and any supplemental admission materials not submitted with the online application to:
  University of Denver
  Office of Graduate Studies
  Mary Reed Building, Room 5
  2199 S. University Blvd.
  Denver, CO 80208-4802

International Applicants

• For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information (http://www.du.edu/learn/graduates/internationalapplicants.html). International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.

The Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) provides complete details regarding admission requirements.

Certificate in Music (Artist Diploma Program)

Following are the simple steps to apply for the Lamont School of Music artist diploma at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines

• Applications for the artist diploma at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
• All online materials must be submitted, and all supplemental materials must be postmarked, by the program’s stated deadline: December 15, for the fall quarter only.
• A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements

• Proof of a high school diploma is required; however, an undergraduate degree is not necessary.
Transcripts

• Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.

• The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.

• Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early. Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.

• The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/ American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.

Language Proficiency

• Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) for complete English language proficiency requirements.

• Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

Personal Statement

• A personal statement of at least 300 words is required. Your statement should include information concerning your life, education, experiences, interests and reason for applying to DU. The statement should be submitted via upload through the online application process.

Resume

• The resume is required and should be submitted via upload through the online application process.

Recommendation Letters

• Letters of recommendation for the performance concentration are optional.

Submit the Following to the Lamont School of Music, Office of Admission

• Submit a prescreen video recording to the Lamont Application (https://app.decisiondesk.com/clients/lamontadmissions/account/create) by December 15, 2013. If you successfully pass the prescreen, you will be invited to Lamont for a live audition/mini-recital.

Financial Support

• To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.

• Information about financial aid can be found on the Office of Financial Aid website (http://www.du.edu/financialaid/graduate). International students are not eligible for federal financial aid.

• Some programs provide competitive awards in the form of fellowships and/or assistantships. Contact your academic program for more information.

Application Status

• We encourage you to be actively engaged in the admission process. You can check your application status online (https://webcentral.du.edu).

Mailing Address

• Mail official transcripts and any supplemental admission materials not submitted with the online application to:
  University of Denver
  Office of Graduate Studies
  Mary Reed Building, Room 5
  2199 S. University Blvd.
International Applicants

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information (http://www.du.edu/learn/graduates/internationalapplicants.html). International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program's application deadline.


Certificate in Music with a Concentration in Conducting

Following are the simple steps to apply for Lamont School of Music certificate programs at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines

- Applications for Lamont School of Music certificate programs at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
- Admission applications are reviewed on a rolling basis for fall, winter and spring quarters; however, starting the program in the fall quarter is preferable. Scholarship priority for choral and wind conducting applicants will be given to those who apply for fall and submit all online materials and supplemental materials before **January 15**. Scholarship priority for orchestral conducting applicants will be given to those who apply for fall and submit all online materials and supplemental materials before **December 15**.
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements

- Proof of a bachelor's degree is required from a regionally accredited college or university.

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
- The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
- Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program's stated deadline. Therefore, **applicants with a degree from outside of the U.S. are encouraged to apply early**.
- The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/ American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.

Language Proficiency

- Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) for complete English language proficiency requirements.
- Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

Personal Statement

- A personal statement of at least 300 words is required. Your statement should include information concerning your life, education, experiences, interests and reason for applying to DU. The statement should be submitted via upload through the online application process.
Resume

- The resume is required and should be submitted via upload through the online application process.

Recommendation Letters

- Conducting applicants: One to three (1-3) letters of recommendation are required. Recommendations must come from people who have seen the applicant conduct.

Submit the Following to the Lamont School of Music, Office of Admission

- All other Certificate applicants need to schedule and complete a Music Audition. Audition information and requirements can be found online (http://www.du.edu/ahss/schools/lamont/admissions/auditionInformation.html).

Financial Support

- To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.
- Information about financial aid can be found on the Office of Financial Aid website (http://www.du.edu/financialaid/graduate). International students are not eligible for federal financial aid.
- Some programs provide competitive awards in the form of fellowships and/or assistantships. Contact your academic program for more information.

Application Status

- We encourage you to be actively engaged in the admission process. You can check your application status online (https://webcentral.du.edu).

Mailing Address

- Mail official transcripts and any supplemental admission materials not submitted with the online application to:
  University of Denver
  Office of Graduate Studies
  Mary Reed Building, Room 5
  2199 S. University Blvd.
  Denver, CO 80208-4802

International Applicants

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information (http://www.du.edu/learn/graduates/internationalapplicants.html). International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.

The Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) provides complete details regarding admission requirements.

Certificate in Music with a Concentration in ORCHESTRAL STUDIES

Certificate in Music with a Concentration in PERFORMANCE

Certificate in Music (Suzuki Teaching)

Following are the simple steps to apply for Lamont School of Music certificate programs at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines

- Applications for Lamont School of Music certificate programs at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
- Admission applications are reviewed on a rolling basis for fall, winter and spring quarters; however, starting the program in the fall quarter is preferable. Scholarship priority will be given to those who apply for fall and submit all online materials and supplemental materials before January 15.
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements

- Proof of a bachelor’s degree is required from a regionally accredited college or university.
Transcripts
• Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
• The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
• Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, **applicants with a degree from outside of the U.S. are encouraged to apply early.** Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.
• The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.

Language Proficiency
• Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) for complete English language proficiency requirements.
• Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

Personal Statement
• A personal statement of at least 300 words is required. Your statement should include information concerning your life, education, experiences, interests and reason for applying to DU. The statement should be submitted via upload through the online application process.

Resume
• The resume is required and should be submitted via upload through the online application process.

Recommendation Letters
• Suzuki applicants: Two (2) letters of recommendation are required. Recommendations must speak to the applicant’s character because of the interaction students in the program will have with both the general public and children.

Submit the Following to the Lamont School of Music, Office of Admission
• All other Certificate applicants need to schedule and complete a Music Audition. Audition information and requirements can be found online (http://www.du.edu/ahss/schools/lamont/admissions/auditionInformation.html).

Financial Support
• To be considered for financial support, domestic applicants should apply early and submit the **Free Application for Federal Student Aid (FAFSA)** by the priority deadline, February 15.
• Information about financial aid can be found on the Office of Financial Aid website (http://www.du.edu/financialaid/graduate). International students are not eligible for federal financial aid.
• Some programs provide competitive awards in the form of fellowships and/or assistantships. Contact your academic program for more information.

Application Status
• We encourage you to be actively engaged in the admission process. You can check your application status online (https://webcentral.du.edu).

Mailing Address
• Mail official transcripts and any supplemental admission materials not submitted with the online application to:
  University of Denver  
  Office of Graduate Studies  
  Mary Reed Building, Room 5  
  2199 S. University Blvd.
International Applicants

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information (http://www.du.edu/learn/graduates/internationalapplicants.html). International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.


Master of Arts in Music with a concentration in Music Theory

Following are the simple steps to apply for the master of arts in Music at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines

- Applications for the MA in Music at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
- Admission applications are reviewed on a rolling basis for fall, winter and spring quarters; however, starting the program in the fall quarter is preferable. Scholarship priority will be given to those who apply for fall and submit all online materials and supplemental materials before **January 15**.
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements

- Proof of a bachelor’s degree is required from a regionally accredited college or university.
- Applicants **without** an undergraduate degree in music must complete **additional requirements**. Please contact the Lamont Office of Admission for details at 303-871-6973.

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
- The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
- Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early. Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.
- The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.

Test Scores

- The Graduate Record Examination (GRE) is required for MA applicants only. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. The institution code for the University of Denver is 4842.

Language Proficiency

- Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) for complete English language proficiency requirements.
• Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

Personal Statement
• A personal statement of at least 300 words is required. Your statement should include information concerning your life, education, experiences, interests and reason for applying to DU. The statement should be submitted via upload through the online application process.

Resume
• The resume is required and should be submitted via upload through the online application process.

Recommendation Letters
• Three (3) letters of recommendation are required. These letters should be solicited and uploaded by recommenders through the online application system. Letters must be received by the program’s stated deadline.

Submit the Following to the Lamont School of Music, Office of Admission
• Essay or Research Paper (Required for MA applicants only)
  Musicology and Music Theory applicants must also submit an essay or research paper on a topic in musicology, ethnomusicology or music history. This paper should demonstrate critical and independent thinking in conjunction with the appropriate use of primary and secondary sources. Please submit your paper to the Lamont Application (https://app.decisiondesk.com/clients/lamontadmissions/account/create).

Financial Support
• To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.
• Information about financial aid can be found on the Office of Financial Aid website (http://www.du.edu/financialaid/graduate). International students are not eligible for federal financial aid.
• Some programs provide competitive awards in the form of fellowships and/or assistantships. Contact your academic program for more information.

Application Status
• We encourage you to be actively engaged in the admission process. You can check your application status online (https://webcentral.du.edu).

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  Office of Graduate Studies  
  Mary Reed Building, Room 5  
  2199 S. University Blvd.  
  Denver, CO 80208-4802

International Applicants
• For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information (http://www.du.edu/learn/graduates/internationalapplicants.html). International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.

The Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) provides complete details regarding admission requirements.

Master of Arts in Music with a concentration in Musicology
Following are the simple steps to apply for the master of arts in Music at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines
• Applications for an MA in Music at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
• Admission applications are reviewed on a rolling basis for fall, winter and spring quarters; however, starting the program in the fall quarter is preferable. Scholarship priority will be given to those who apply for fall and submit all online materials and supplemental materials before January 15.
• A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements
• Proof of a bachelor’s degree is required from a regionally accredited college or university.
• Applicants without an undergraduate degree in music must complete additional requirements. Please contact the Lamont Office of Admission for details at 303-871-6973.

Transcripts
• Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
• The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
• Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early. Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.
• The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.

Test Scores
• The Graduate Record Examination (GRE) is required for MA applicants only. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. The institution code for the University of Denver is 4842.

Language Proficiency
• Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual for complete English language proficiency requirements.
• Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

Personal Statement
• A personal statement of at least 300 words is required. Your statement should include information concerning your life, education, experiences, interests and reason for applying to DU. The statement should be submitted via upload through the online application process.

Resume
• The resume is required and should be submitted via upload through the online application process.

Recommendation Letters
• Three letters of recommendation are required. These letters should be solicited and uploaded by recommenders through the online application system. Letters must be received by the program’s stated deadline.

Submit the Following to the Lamont School of Music, Office of Admission
• Essay or Research Paper (Required for MA applicants only)
  Musicology and Music Theory applicants must also submit an essay or research paper on a topic in musicology, ethnomusicology, or music history. This paper should demonstrate critical and independent thinking in conjunction with the appropriate use of primary and secondary sources. Please submit your paper to the Lamont Application (https://app.decisiondesk.com/clients/lamontadmissions/account/create).

Financial Support
• To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.
Information about financial aid can be found on the Office of Financial Aid website (http://www.du.edu/financialaid/graduate). International students are not eligible for federal financial aid.

Some programs provide competitive awards in the form of fellowships and/or assistantships. Contact your academic program for more information.

Application Status

- We encourage you to be actively engaged in the admission process. You can check your application status online (https://webcentral.du.edu).

Mailing Address

- Mail official transcripts and any supplemental admission materials not submitted with the online application to:
  
  University of Denver
  Office of Graduate Studies
  Mary Reed Building, Room 5
  2199 S. University Blvd.
  Denver, CO 80208-4802

International Applicants

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information (http://www.du.edu/learn/graduates/internationalapplicants.html). International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.

The Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) provides complete details regarding admission requirements.

Master of Music in Music with a Concentration in Composition

Following are the simple steps to apply for master of music at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines

- Applications for the MM at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
- Admission applications are reviewed on a rolling basis for fall, winter and spring quarters; however, starting the program in the fall quarter is preferable. Scholarship priority will be given to those who apply for fall and submit all online materials and supplemental materials before January 15.
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements

- Proof of a bachelor’s degree is required from a regionally accredited college or university.
- Applicants without an undergraduate degree in music must complete additional requirements. Please contact the Lamont Office of Admission for details at 303-871-6973.

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
- The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
- Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early. Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.
- The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.
Test Scores

• The Graduate Record Examination (GRE) is required for MA applicants only. Master of Music in Piano Pedagogy applicants are strongly encouraged to take the GRE. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. The institution code for the University of Denver is 4842.

Language Proficiency

• Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) for complete English language proficiency requirements.

• Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

Personal Statement

• A personal statement of at least 300 words is required. Your statement should include information concerning your life, education, experiences, interests and reason for applying to DU. The statement should be submitted via upload through the online application process.

Resume

• The resume is required and should be submitted via upload through the online application process.

Recommendation Letters

• Three (3) letters of recommendation are required. These letters should be solicited and uploaded by recommenders through the online application system. Letters must be received by the program’s stated deadline.

Submit the Following to the Lamont School of Music, Office of Admission

• Composition applicants: Submit a portfolio of at least two scores to the Lamont Application (https://app.decisiondesk.com/clients/lamontadmissions/account/create). One of these scores must be notated by hand (not by computer). Please submit scanned copies, not originals. Recordings are optional but encouraged.

Financial Support

• To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.

• Information about financial aid can be found on the Office of Financial Aid website (http://www.du.edu/financialaid/graduate). International students are not eligible for federal financial aid.

• Some programs provide competitive awards in the form of fellowships and/or assistantships. Contact your academic program for more information.

Application Status

• We encourage you to be actively engaged in the admission process. You can check your application status online (https://webcentral.du.edu).

Mailing Address

• Mail official transcripts and any supplemental admission materials not submitted with the online application to:

  University of Denver
  Office of Graduate Studies
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International Applicants

• For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information (http://www.du.edu/learn/graduates/internationalapplicants.html). International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.
The Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) provides complete details regarding admission requirements.

Master of Music in Music with a concentration in Pedagogy

Following are the simple steps to apply for the master of music at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines

- Applications for the MM at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
- Admission applications are reviewed on a rolling basis for fall, winter and spring quarters; however, starting the program in the fall quarter is preferable. Scholarship priority will be given to those who apply for fall and submit all online materials and supplemental materials before January 15.
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements

- Proof of a bachelor’s degree is required from a regionally accredited college or university.
- Applicants without an undergraduate degree in music must complete additional requirements. Please contact the Lamont Office of Admission for details at 303-871-6973.

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
- The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
- Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early. Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.
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Test Scores

- The Graduate Record Examination (GRE) is required for MA applicants only. Master of Music in Piano Pedagogy applicants are strongly encouraged to take the GRE. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. The institution code for the University of Denver is 4842.

Language Proficiency

- Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) for complete English language proficiency requirements.
- Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

Personal Statement

- A personal statement of at least 300 words is required. Your statement should include information concerning your life, education, experiences, interests and reason for applying to DU. The statement should be submitted via upload through the online application process.

Essay or Research Paper

- Applicants must submit a research paper related to music education/pedagogy, such as one written while in undergraduate.

Resume

- The resume is required and should be submitted via upload through the online application process.
Recommendation Letters

- Three (3) letters of recommendation are required. These letters should be solicited and uploaded by recommenders through the online application system. Letters must be received by the program’s stated deadline.

Financial Support

- To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.
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Master of Music in Music with a concentration in Performance

Following are the simple steps to apply for the master of music at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines

- Applications for the MM at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
- Admission applications are reviewed on a rolling basis for fall, winter and spring quarters; however, starting the program in the fall quarter is preferable. Scholarship priority will be given to those who apply for fall and submit all online materials and supplemental materials before January 15.
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Course and Degree Prerequisites and Requirements

- Proof of a bachelor’s degree is required from a regionally accredited college or university.
- Applicants without an undergraduate degree in music must complete additional requirements. Please contact the Lamont Office of Admission for details at 303-871-6973.

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
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Resume
• The resume is required and should be submitted via upload through the online application process.

Recommendation Letters
• Three letters of recommendation are required. These letters should be solicited and uploaded by recommenders through the online application system. Letters must be received by the program’s stated deadline.

Submit the Following to the Lamont School of Music, Office of Admission
• Performance applicants: Schedule and complete your music audition. Audition information and requirements can be found online (http://www.du.edu/ahss/schools/lamont/admissions/auditionInformation.html).

Financial Support
• To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.
• Information about financial aid can be found on the Office of Financial Aid website (http://www.du.edu/financialaid/graduate). International students are not eligible for federal financial aid.
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The Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) provides complete details regarding admission requirements.
Certificate in Music (Artist Diploma Program) with a Concentration in Conducting

Certificate requirements

Coursework requirements

Core coursework requirements
Complete all of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUAC 4991</td>
<td>Independent Study</td>
<td>9</td>
</tr>
<tr>
<td>MUAC 4930</td>
<td>Conducting Tutorial (Candidate must enroll for 2 credit hour per quarter for each quarter of study)</td>
<td>2</td>
</tr>
<tr>
<td>MUAC 4930</td>
<td>Conducting Tutorial</td>
<td>2</td>
</tr>
<tr>
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<td>2</td>
</tr>
<tr>
<td>MUAC 3060</td>
<td>Extra-Musical Roles of the Music Director (Candidate must enroll for 1 credit hour per quarter for each quarter of study)</td>
<td>1</td>
</tr>
<tr>
<td>MUAC 3060</td>
<td>Extra-Musical Roles of the Music Director</td>
<td>1</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

Total Credits 27

Minimum number of credits required for the certificate: 27 credits

Non-coursework requirements

- Candidates will be enrolled in the Artist Diploma Program for two years.
- Candidates will make 4 concert appearances with an appropriate large ensemble, which will be evaluated.
- Candidates will successfully perform one full-length conducting recital while enrolled in the Program.
- Candidates must attend the 3 scheduled all-school convocations during each quarter of study.

Certificate in Music (Artist Diploma Program) with a Concentration in Orchestral Studies

Certificate requirements

Coursework requirements

Core coursework requirements
Complete all of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUPR 4XXX</td>
<td>Applied Lessons on Major Instrument (Candidates must enroll in 2 credits per quarter)</td>
<td>12</td>
</tr>
<tr>
<td>MUPR 4XXX</td>
<td>Applied Lessons on Orchestral Repertoire (Candidates must enroll in 2 credits per quarter)</td>
<td>12</td>
</tr>
<tr>
<td>MUEN 3760</td>
<td>Lamont Symphony Orchestra (Candidates must enroll in 1 credit per quarter)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Chamber Music (Candidates must enroll in 1 credit per quarter)</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits 36

Minimum number of credits required for the certificate: 36 credits

Non-coursework requirements

- Candidates will be enrolled in the Artist Diploma Program for two years
- 2 Orchestral Audition Juries in Audition Format (Spring Quarter each year)
- 2 solo recitals consisting of orchestral audition solo repertoire
- Documentation that the candidate has taken at least 3 professional orchestra audition during course of study, at least one of which must be for a full time orchestra. (If candidate wins an audition prior to completing 3 auditions, the remainder of requirement is waived)
- As part of applied lessons and chamber music, candidates will attend all weekly performance and chamber music classes respectively
- Candidates must attend the 3 scheduled all-school convocations during each quarter of study
Certificate in Music (Artist Diploma Program)

Certificate requirements

Coursework requirements

Core coursework requirements
Complete all of the following courses:

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<td>Applied Lessons (Candidates must enroll for 2 credit hours per quarter for each quarter of study)</td>
<td>12</td>
</tr>
<tr>
<td>MUEN 3XXX</td>
<td>Ensemble/Chamber Music</td>
<td>6</td>
</tr>
</tbody>
</table>

Note: These are minimum hours required. Candidates must enroll for at least one credit hour per quarter for each quarter of study and participate in at least two ensembles per quarter of study.

Total Credits 27

Minimum number of credits required for the certificate: 27 credits

Non-coursework requirements

- Perform 3 juried, full-length solo recitals.
- Participate in ensemble/chamber music activities as determined by specific department of enrollment.
- Instrumentalists and vocalists: Participate in the Lamont Honors Competitions (concerto and chamber music) at least once during enrollment in the program.
- Candidates must attend the 3 scheduled all-school convocations during each quarter of study.

Certificate in Music with a Concentration in Conducting

Certificate requirements

Coursework requirements

Core coursework requirements
Complete both of the following courses:

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<td>MUAC 3060</td>
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Select two of the following:

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</tr>
<tr>
<td>MUAC 3060</td>
<td>Extra-Musical Roles of the Music Director</td>
<td>1</td>
</tr>
<tr>
<td>MUAC 3060</td>
<td>Extra-Musical Roles of the Music Director</td>
<td>1</td>
</tr>
<tr>
<td>MUAC 3060</td>
<td>Extra-Musical Roles of the Music Director</td>
<td>1</td>
</tr>
<tr>
<td>MUAC 3060</td>
<td>Extra-Musical Roles of the Music Director</td>
<td>1</td>
</tr>
<tr>
<td>MUAC 3960</td>
<td>Advanced Orchestral Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUAC 3961</td>
<td>Advanced Choral Conducting</td>
<td>2</td>
</tr>
<tr>
<td>MUAC 3962</td>
<td>Advanced Wind Conducting</td>
<td>2</td>
</tr>
</tbody>
</table>

Ensemble Participation requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUEN 3712</td>
<td>Lamont Chorale</td>
<td>6</td>
</tr>
<tr>
<td>&amp; MUEN 3752</td>
<td>and Lamont Wind Ensemble</td>
<td></td>
</tr>
<tr>
<td>&amp; MUEN 3760</td>
<td>and Lamont Symphony Orchestra</td>
<td></td>
</tr>
</tbody>
</table>

Candidates will enroll in the appropriate major ensemble for 1 credit hour per quarter for each quarter of study. They must audition for, and if so assigned, play/sing in said ensemble each quarter. Candidates who do not play an appropriate instrument or who are not accepted into the ensemble for any given quarter will fulfill the credit and requirement by attending all rehearsals and concerts, following along in their scores during rehearsals.

Total Credits 28
Minimum number of credits required for the certificate: 28 credits

Non-coursework requirements

- Candidates will be enrolled in the Certificate Program for two years
- Attend the 3 scheduled all-school convocations during each quarter of study
- Candidates will successfully perform one full-length conducting recital while enrolled in the Program

Certificate in Music with a Concentration in Orchestral Studies

Certificate requirements

Coursework requirements

Core coursework requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUPR 4XXX Applied lessons on major instrument (Candidates must enroll in 2 credits per quarter)</td>
<td>6</td>
</tr>
<tr>
<td>MUPR 4XXX Applied lessons on orchestral repertoire (Candidates must enroll in 2 credits per quarter)</td>
<td>6</td>
</tr>
<tr>
<td>MUEN 3760 Lamont Symphony Orchestra (Candidates must enroll in 1 credit per quarter)</td>
<td>3</td>
</tr>
<tr>
<td>Chamber music (Candidates must enroll in 1 credit per quarter)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 18

Minimum number of credits required for the certificate: 18 credits

Non-coursework requirements

- Solo recital consisting of orchestral audition solo repertoire
- Orchestral Audition Juries in Audition Format for Winter and Spring Quarters
- Candidates will normally be enrolled in the Orchestral Studies Program for one year. A candidate may, however, request to remain in school longer with the stipulation that he/she must enroll in orchestra every quarter during which they are on campus.
- As part of applied lessons and chamber music, candidates will attend weekly performance and chamber music classes respectively
- Candidates must attend the 3 scheduled all-school convocations during each quarter of study.

Certificate in Music with a Concentration in Performance

Certificate requirements

Coursework requirements

Core coursework requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUEN 4XXX Applied lessons on major instrument (Candidates must enroll in 2 credits per quarter)</td>
<td>6</td>
</tr>
<tr>
<td>Ensembles as assigned by dept. chair (Candidates must enroll in 1 credit per quarter)</td>
<td>3</td>
</tr>
<tr>
<td>Chamber music/ chamber music class (Candidates must enroll in 1 credit per quarter)</td>
<td>3</td>
</tr>
<tr>
<td>Performance class</td>
<td>0</td>
</tr>
<tr>
<td>Electives- optional</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 12

Minimum number of credits required for the certificate: 12 credits

Non-coursework requirements

- One recital consisting of solo repertoire
- Juries Autumn, Winter and Spring Quarters
- Candidates may, however, request to remain in school longer with the stipulation that he/she must enroll in applied lessons, assigned ensembles and chamber music every quarter, even after the required number of credits have been met.
- Candidates must attend the 3 scheduled all-school convocations during each quarter of study.

Certificate in Music (Suzuki Teaching)

Certificate requirements

Coursework requirements

Core coursework requirements

Level 1 Certification

Complete all of the following courses:
Level 2 Certification

Complete all of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUAC 3XXX</td>
<td>Suzuki Seminar II, Books 5-8 for violin, Books 5-10 for cello</td>
<td>6</td>
</tr>
<tr>
<td>MUAC 3XXX</td>
<td>Suzuki Teaching Practicum</td>
<td>1</td>
</tr>
<tr>
<td>MUAC 3XXX</td>
<td>Teaching Group Classes Practicum</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 16

Minimum number of credits required for the certificate: 16 credits

Non-coursework requirements

- Attend the 3 scheduled all-school convocations during each quarter of study

Master of Arts in Music with a Concentration in Music Theory

Degree requirements

Coursework requirements

Core coursework requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUAC 4000</td>
<td>Introduction to Graduate Study (Complete 2 credits in both fall and winter quarters during the 1st year for a total of 4 credits)</td>
<td>2</td>
</tr>
<tr>
<td>MUAC 4995</td>
<td>Thesis Research (Candidate must complete 5 credits total during time of study.)</td>
<td>5</td>
</tr>
</tbody>
</table>

Concentration requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUAC 3XXX or 4XXX</td>
<td>Musicology/Ethnomusicology courses (one course in musicology or music theory must be at the 4XXX level.)</td>
<td>8</td>
</tr>
<tr>
<td>MUAC 3XXX or 4XXX</td>
<td>Music Theory Courses (one course in musicology or music theory must be at the 4XXX level.)</td>
<td>12</td>
</tr>
</tbody>
</table>

Elective requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3XXX or 4XXX</td>
<td>Courses</td>
<td>16</td>
</tr>
</tbody>
</table>

Total Credits: 45

Minimum number of credits required for degree: 45 credits

Non-coursework requirements (see below and the MUSC handbook for more details)

- Thesis
- Final Oral Comprehensive Examination

Additional non-coursework requirements (see below and the MUSC handbook for more details)

- Entrance Proficiencies
- Convocation and Performance Attendance
- Grades
- Time Limits

Non-coursework requirements:

Thesis

Typically a scholarly, article-length paper of publishable quality

Final Oral Comprehensive Examination

Oral comprehensive final examination, including defense of the thesis

Additional non-coursework requirements:

Entrance Proficiencies

By no later than the completion of 15 graduate credit hours, demonstration of graduate entrance-level proficiency in musicology by examination.
By no later than the completion of 15 graduate credit hours, demonstration of superior graduate entrance-level proficiencies in music theory and aural skills by examination.

**Convocation and Performance Attendance**

Attendance requirements as specified in the Lamont School of Music Handbook.

**Grades**

A 3.0 (“B”) grade point average is required in all graduate coursework accepted for the degree.

No more than one-fourth of the hours accepted toward the degree may be with “C” grades. A grade lower than “C” (2.0) renders the credit unacceptable for meeting degree requirements.

Students cannot take more than eight hours beyond the degree requirements in order to make up grade deficiencies. Students whose grades are still deficient after taking the additional eight hours are terminated from the degree program.

A 3.0 (“B”) grade point average must be maintained in all music courses.

Any course in the student’s major area within music, or the course Introduction to Graduate Study in Music, must be repeated if a grade lower than “B” (3.0) is awarded. A grade of “B” or better must be received in the repeated course. Only one such repeat is permitted; two grades lower than “B” for the same course will result in termination from the Lamont School of Music.

In the case of MUAC 4000 Introduction to Graduate Studies in Music, the average of the two grades from the two-quarter sequence must equal at least a B (3.0).

Upon failing a graduate music course, the student is placed on probationary status. If the student fails another music course while on probation, he/she will be terminated from the Lamont School of Music.

Five quarter-hours of “C” (2.0) work will be accepted in elective areas, provided they are balanced by the same number of quarter hours of “A” (4.0) work in any subject(s).

**Time Limit**

All requirements for the degree must be completed within five years of matriculation.

**Master of Arts in Music with a Concentration in Musicology**

**Degree requirements**

**Coursework requirements**

**Core coursework requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUAC 3XXX or 4XXX</td>
<td>Music Theory courses (One course in musicology or music theory must be at the 4000 level.)</td>
<td>8</td>
</tr>
<tr>
<td>MUAC 4000</td>
<td>Introduction to Graduate Study (Complete 2 credits in both fall and winter quarters during the 1st year for a total of 4 credits)</td>
<td>2</td>
</tr>
<tr>
<td>MUAC 4000</td>
<td>Introduction to Graduate Study</td>
<td>2</td>
</tr>
</tbody>
</table>

**Concentration requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUAC 3XXX or 4XXX</td>
<td>Musicology/Ethnomusicology Courses (One course in musicology or music theory must be at the 4000 level.)</td>
<td>16</td>
</tr>
<tr>
<td>MUAC 4995</td>
<td>Thesis Research</td>
<td>5</td>
</tr>
</tbody>
</table>

**Elective requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3XXX or 4XXX</td>
<td>Courses in MUAC/MUEN/MUPR</td>
<td>4</td>
</tr>
<tr>
<td>3XXX or 4XXX</td>
<td>Courses outside of Music</td>
<td>8</td>
</tr>
</tbody>
</table>

Departments must offer a graduate degree program

**Total Credits**

45

**Minimum number of credits required for degree: 45 credits**

**Non-coursework requirements (see below and the MUSC handbook for more details)**

- Tool
- Thesis
- Final Oral Comprehensive Examination
- Final Written Project
Additional non-coursework requirements (see below and the MUSC handbook for more details)

- Entrance Proficiencies
- Convocation and Performance Attendance
- Grades
- Time Limits

Non-coursework requirements:

Tool

Ability to read relevant music-based documents in at least one Western language other than English, as demonstrated by completion of at least two years of study of that language at the college level or a language tool examination in that language. Must be completed at least one quarter prior to the quarter in which the student will graduate.

Thesis

Typically a scholarly, article-length paper of publishable quality

Final Oral Comprehensive Examination

Oral comprehensive final examination, including defense of the thesis

Final Written Project

Additional non-coursework requirements:

Entrance Proficiencies

By no later than the completion of 15 graduate credit hours, demonstration of superior graduate entrance-level proficiency in musicology by examination.

By no later than the completion of 15 graduate credit hours, demonstration of graduate entrance-level proficiencies in music theory and aural skills by examination.

Convocation and Performance Attendance

Attendance requirements as specified in the Lamont School of Music Handbook.

Grades

A 3.0 ("B") grade point average is required in all graduate coursework accepted for the degree.

No more than one-fourth of the hours accepted toward the degree may be with "C" grades. A grade lower than "C" (2.0) renders the credit unacceptable for meeting degree requirements.

Students cannot take more than eight hours beyond the degree requirements in order to make up grade deficiencies. Students whose grades are still deficient after taking the additional eight hours are terminated from the degree program.

A 3.0 ("B") grade point average must be maintained in all music courses.

Any course in the student’s major area within music, or the course Introduction to Graduate Study in Music, must be repeated if a grade lower than “B” (3.0) is awarded. A grade of “B” or better must be received in the repeated course. Only one such repeat is permitted; two grades lower than “B” for the same course will result in termination from the Lamont School of Music.

In the case of MUAC 4000 Introduction to Graduate Studies in Music, the average of the two grades from the two-quarter sequence must equal at least a B (3.0).

Upon failing a graduate music course, the student is placed on probationary status. If the student fails another music course while on probation, he/she will be terminated from the Lamont School of Music.

Five quarter-hours of “C” (2.0) work will be accepted in elective areas, provided they are balanced by the same number of quarter hours of “A” (4.0) work in any subject(s).

Time Limit

All requirements for the degree must be completed within five years of matriculation.
Master of Music Dual Concentration

Degree requirements

Coursework requirements

Core coursework requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUAC 4000</td>
<td>Introduction to Graduate Study (Complete 2 credits in both fall and winter quarters during the 1st year for a total of 4 credits)</td>
<td>2</td>
</tr>
<tr>
<td>MUAC 4000</td>
<td>Introduction to Graduate Study</td>
<td>2</td>
</tr>
<tr>
<td>MUAC 3XXX or 4XXX</td>
<td>Upper Division Music Theory course</td>
<td>4</td>
</tr>
<tr>
<td>MUAC 3XXX or 4XXX</td>
<td>Upper Division Musicology Course</td>
<td>4</td>
</tr>
</tbody>
</table>

Concentration requirements

All course requirements listed under Concentration Area on the degree sheet for each of the two concentrations selected.

Elective requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3XXX or 4XXX</td>
<td>Upper Division Course</td>
<td>4</td>
</tr>
<tr>
<td>MUAC 3XXX or 4XXX</td>
<td>Upper Division Musicology/Ethnomusicology/Music Theory/Composition Course</td>
<td>4</td>
</tr>
<tr>
<td>MUEN 3XXX</td>
<td>Ensembles (consult Student Handbook for specific requirements. Not necessary if credits are required in the Concentration Area.)</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits 75

Minimum number of credits required for degree: 75 credits

Non-coursework requirements (see below and the MUSC handbook for more details)

- Thesis
- Final Oral Comprehensive Examination
- Final Written Project

Additional non-coursework requirements (see below and the MUSC handbook for more details)

- Entrance Proficiencies
- Recital
- Convocation and Performance Attendance
- Grades
- Time Limits

Non-coursework requirements:

Thesis

As stipulated for each of the two concentrations.

Final Oral Comprehensive Examination

Final Oral Comprehensive Examination as stipulated for each of the two concentrations

Final Written Project

Final Written Project as stipulated for each of the two concentrations

Additional non-coursework requirements:

Entrance Proficiencies

By no later than the completion of 15 graduate credit hours, demonstration of graduate entrance-level proficiency in musicology by examination.

By no later than the completion of 15 graduate credit hours, demonstration of graduate entrance-level proficiencies in music theory and aural skills by examination.

Recital

As stipulated for each of the two concentrations.
Convocation and Performance Attendance
Attendance requirements as specified in the Lamont School of Music Handbook.

Grades
A 3.0 (“B”) grade point average is required in all graduate coursework accepted for the degree.

No more than one-fourth of the hours accepted toward the degree may be with “C” grades. A grade lower than “C” (2.0) renders the credit unacceptable for meeting degree requirements.

Students cannot take more than eight hours beyond the degree requirements in order to make up grade deficiencies. Students whose grades are still deficient after taking the additional eight hours are terminated from the degree program.

A 3.0 (“B”) grade point average must be maintained in all music courses.

Any course in the student’s major area within music, or the course Introduction to Graduate Study in Music, must be repeated if a grade lower than “B” (3.0) is awarded. A grade of “B” or better must be received in the repeated course. Only one such repeat is permitted; two grades lower than “B” for the same course will result in termination from the Lamont School of Music.

In the case of MUAC 4000 Introduction to Graduate Studies in Music, the average of the two grades from the two-quarter sequence must equal at least a B (3.0).

Upon failing a graduate music course, the student is placed on probationary status. If the student fails another music course while on probation, he/she will be terminated from the Lamont School of Music.

Five quarter-hours of “C” (2.0) work will be accepted in elective areas, provided they are balanced by the same number of quarter hours of “A” (4.0) work in any subject(s).

Time Limit
All requirements for the degree must be completed within five years of matriculation.

Master of Music in Music with a Concentration in Composition
A Master of Music in Music with a concentration in composition has two emphases: non-jazz or jazz.

Degree requirements
Coursework requirements

Core coursework requirements
Complete all of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUAC 4000</td>
<td>Introduction to Graduate Study (Complete 2 credits in both fall and winter quarters during the 1st year for a total of 4 credits)</td>
<td>2</td>
</tr>
<tr>
<td>MUAC 4000</td>
<td>Introduction to Graduate Study</td>
<td>2</td>
</tr>
<tr>
<td>MUAC 3XXX or 4XXX</td>
<td>Musicology/Ethnomusicology course</td>
<td>4</td>
</tr>
<tr>
<td>MUAC 3XXX or 4XXX</td>
<td>Music theory course</td>
<td>4</td>
</tr>
</tbody>
</table>

Emphasis requirements
Complete the following course:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUPR 4920</td>
<td>Composition</td>
<td>2</td>
</tr>
<tr>
<td>MUPR 4920</td>
<td>Composition</td>
<td>2</td>
</tr>
<tr>
<td>MUPR 4920</td>
<td>Composition</td>
<td>2</td>
</tr>
<tr>
<td>MUPR 4920</td>
<td>Composition</td>
<td>2</td>
</tr>
<tr>
<td>MUPR 4920</td>
<td>Composition</td>
<td>2</td>
</tr>
</tbody>
</table>

Select either a non-jazz or jazz emphasis.

A. Non-jazz emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUAC 3XXX: Composition Seminar (For Classical Emphasis)</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>MUAC 3XXX or 4XXX (For Classical Emphasis) Music Theory Courses (At least four credits must be at the 4000 level.)</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

B. Jazz emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUEN 3XXX: Ensemble (For Jazz Emphasis)</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>
MUAC, MUEN, MUPR 3XXX or 4XXX (For Jazz Emphasis) | Courses from the Jazz and Commercial Music curriculum, selected in consultation with the student’s adviser. | 12

**Elective requirements**

| MUAC 3XXX or 4XXX | Musicology/Ethnomusicology/Music Theory/Composition Courses | 4

3XXX or 4XXX Course | Department must offer a graduate degree program.

**MUAC 3010** Tonal Counterpoint is required if the equivalent was not completed during undergraduate study

**Total Credits** 50

**Minimum number of credits required for degree: 50 credits**

**Non-coursework requirements**

- **Final Examination**
  - **Classical Emphasis**
    - Written comprehensive final examination and an Oral comprehensive final examination
  - **Jazz Emphasis**
    - Oral comprehensive final examination

**Additional non-coursework requirements (see below for more details)**

- **Entrance Proficiencies**
- **Recital**
- **Convocation and Performance Attendance**
- **Grades**
- **Time Limit**

**Additional non-coursework requirements:**

**Entrance Proficiencies**

By no later than the completion of 15 graduate credit hours, demonstration of graduate entrance-level proficiency in musicology by examination.

By no later than the completion of 15 graduate credit hours, demonstration of graduate entrance-level proficiencies in music theory and aural skills by examination.

**Recital**

Submission of at least one composition for every end-of-quarter Composer’s Series concert

**Convocation and Performance Attendance**

Attendance requirements as specified in the Lamont School of Music Handbook.

**Grades**

A 3.0 (“B”) grade point average is required in all graduate coursework accepted for the degree.

No more than one-fourth of the hours accepted toward the degree may be with “C” grades. A grade lower than “C” (2.0) renders the credit unacceptable for meeting degree requirements.

Students cannot take more than eight hours beyond the degree requirements in order to make up grade deficiencies. Students whose grades are still deficient after taking the additional eight hours are terminated from the degree program.

A 3.0 (“B”) grade point average must be maintained in all music courses.

Any course in the student’s major area within music, or the course Introduction to Graduate Study in Music, must be repeated if a grade lower than “B” (3.0) is awarded. A grade of “B” or better must be received in the repeated course. Only one such repeat is permitted; two grades lower than “B” for the same course will result in termination from the Lamont School of Music.

In the case of MUAC 4000 Introduction to Graduate Studies in Music, the average of the two grades from the two-quarter sequence must equal at least a B (3.0).

Upon failing a graduate music course, the student is placed on probationary status. If the student fails another music course while on probation, he/she will be terminated from the Lamont School of Music.
Five quarter-hours of “C” (2.0) work will be accepted in elective areas, provided they are balanced by the same number of quarter hours of “A” (4.0) work in any subject(s).

**Time Limit**

All requirements for the degree must be completed within five years of matriculation.

**Master of Music in Music with a Concentration in Conducting**

The Master of Music with a concentration in conducting degree has three emphases: Choral, Orchestral, or Wind.

**Degree requirements**

**Coursework requirements**

**Core coursework requirements**

Complete all of the following courses:

- **MUAC 4000** Introduction to Graduate Study (Complete 2 credits in both fall and winter quarters during the 1st year for a total of 4 credits) 2
- **MUAC 4000** Introduction to Graduate Study 2
- **MUAC 3XXX or 4XXX** Musicology/ Ethnomusicology course 4
- **MUAC 3XXX or 4XXX** Music theory course 4

**Concentration requirements**

- **MUAC 4930** Conducting Tutorial 2
- **MUAC 4930** Conducting Tutorial 2
- **MUAC 4930** Conducting Tutorial 2
- **MUAC 4930** Conducting Tutorial 2
- **MUAC 4930** Conducting Tutorial 2

**Emphasis requirements**

Students must select 1 of the 3 emphases (Choral, Orchestral or Wind):

**A. Choral emphasis**

Complete all of the following courses:

- **MUEN 3712** Lamont Chorale 6
- **MUAC 3960** Advanced Orchestral Conducting 2
- **MUAC 3962** Advanced Wind Conducting 2
- **MUAC 3684** Choral Literature I 4

Select either Choral or the Voice/Vocal Pedagogy sequences:

- **MUAC 3XXX** Choral Pedagogy I & 2 4
- **MUAC 3240** Vocal Pedagogy 2
- **MUAC 3241** Voice Pedagogy 2

**B. Orchestral emphasis**

Complete all of the following courses:

- **MUEN 3760** Lamont Symphony Orchestra 6
- **MUAC 3961** Advanced Choral Conducting 2
- **MUAC 3962** Advanced Wind Conducting 2
- **MUAC 3959** Movement and Expression for Conductors 2
- **MUAC 3XXX or 4XXX** Orchestral literature 4

**C. Wind emphasis**

Complete all of the following courses:

- **MUEN 3752** Lamont Wind Ensemble 6
- **MUAC 3960** Advanced Orchestral Conducting 2
- **MUAC 3961** Advanced Choral Conducting 2
- **MUAC 3959** Movement and Expression for Conductors 2
- **MUAC 3973** Advanced Wind Literature I 2
- **MUAC 3974** Advanced Wind Literature II 2

**Elective requirements**
Complete all of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUAC 3XXX or 4XXX</td>
<td>Musicology/Ethnomusicology/Music Theory/Composition Course</td>
<td>4</td>
</tr>
<tr>
<td>3XXX or 4XXX</td>
<td>Course</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: Department must offer a graduate level degree program.

**Total Credits**: 50

**Minimum number of credits required for degree**: 50 credits

**Non-coursework requirements** (see below and the MUSC handbook for more details)

- Final Oral Comprehensive Examination
- Final Written Project

**Additional non-coursework requirements** (see below and the MUSC handbook for more details)

- Entrance Proficiencies
- Recital
- Ensemble Participation
- Convocation and Performance Attendance
- Grades
- Time Limit

**Non-coursework requirements**:

**Final Examination**

Written comprehensive final examination and oral comprehensive final examination

**Additional non-coursework requirements**: Entrance Proficiencies

By no later than the completion of 15 graduate credit hours, demonstration of graduate entrance-level proficiency in musicology by examination.

By no later than the completion of 15 graduate credit hours, demonstration of graduate entrance-level proficiencies in music theory and aural skills by examination.

**Recital**

One full-length conducting recital

**Ensemble Participation**

Participation in at least one major ensemble each quarter.

**Convocation and Performance Attendance**

Attendance requirements as specified in the Lamont School of Music Handbook.

**Grades**

A 3.0 (“B”) grade point average is required in all graduate coursework accepted for the degree.

No more than one-fourth of the hours accepted toward the degree may be with “C” grades. A grade lower than “C” (2.0) renders the credit unacceptable for meeting degree requirements.

Students cannot take more than eight hours beyond the degree requirements in order to make up grade deficiencies. Students whose grades are still deficient after taking the additional eight hours are terminated from the degree program.

A 3.0 (“B”) grade point average must be maintained in all music courses.

Any course in the student’s major area within music, or the course Introduction to Graduate Study in Music, must be repeated if a grade lower than “B” (3.0) is awarded. A grade of “B” or better must be received in the repeated course. Only one such repeat is permitted; two grades lower than “B” for the same course will result in termination from the Lamont School of Music.

In the case of MUAC 4000 Introduction to Graduate Studies in Music, the average of the two grades from the two-quarter sequence must equal at least a B (3.0).
Upon failing a graduate music course, the student is placed on probationary status. If the student fails another music course while on probation, he/she will be terminated from the Lamont School of Music.

Five quarter-hours of “C” (2.0) work will be accepted in elective areas, provided they are balanced by the same number of quarter hours of “A” (4.0) work in any subject(s).

**Time Limit**

All requirements for the degree must be completed within five years of matriculation.

**Master of Music in Music with a Concentration in Pedagogy**

The Master of Music in Music with a concentration in pedagogy has two emphases: Suzuki Cello and Violin or Piano.

**Degree requirements**

**Coursework requirements**

**Core coursework requirements**

Complete all of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUAC 4000</td>
<td>Introduction to Graduate Study</td>
<td>2</td>
</tr>
<tr>
<td>MUAC 4000</td>
<td>Introduction to Graduate Study</td>
<td>2</td>
</tr>
<tr>
<td>MUAC 3XXX or MUAC 4XXX</td>
<td>Musicology/Ethnomusicology Course</td>
<td>4</td>
</tr>
<tr>
<td>MUAC 3XXX or MUAC 4XXX</td>
<td>Music Theory Course</td>
<td>4</td>
</tr>
</tbody>
</table>

**Emphasis requirements**

Select 1 of the 2 emphases (Piano or Suzuki Cello and Violin):

A. Piano emphasis

Complete all of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUPR 4210</td>
<td>Piano</td>
<td>2</td>
</tr>
<tr>
<td>MUPR 4210</td>
<td>Piano</td>
<td>2</td>
</tr>
<tr>
<td>MUPR 4210</td>
<td>Piano</td>
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<tr>
<td>MUPR 4210</td>
<td>Piano</td>
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<tr>
<td>MUPR 4210</td>
<td>Piano</td>
<td>2</td>
</tr>
<tr>
<td>MUEN 3775</td>
<td>Piano Accompanying</td>
<td>6</td>
</tr>
<tr>
<td>MUAC 4831 &amp; MUAC 4832 &amp; MUAC 4833</td>
<td>Prof Found-Piano Pedagogy and Prof Found-Piano Pedagogy</td>
<td>6</td>
</tr>
<tr>
<td>MUAC 4020</td>
<td>Intro Research in Music Ed</td>
<td>2</td>
</tr>
<tr>
<td>MUAC 4840 &amp; MUAC 4841 &amp; MUAC 4842</td>
<td>Piano Teaching Practicum and Piano Teaching Practicum</td>
<td>3</td>
</tr>
<tr>
<td>MUAC 4995</td>
<td>Thesis Research</td>
<td>4</td>
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Select three of the following:

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<thead>
<tr>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUAC 4850</td>
<td>Sem Piano Ped-Preschool Child</td>
<td>6</td>
</tr>
<tr>
<td>MUAC 4851</td>
<td>Sem Piano Ped-Elem Children</td>
<td>6</td>
</tr>
<tr>
<td>MUAC 4853</td>
<td>Sem Piano Pedagogy-Beg/Int Adt</td>
<td>6</td>
</tr>
<tr>
<td>MUAC 4854</td>
<td>Sem Piano Ped-Adv Students</td>
<td>6</td>
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</tbody>
</table>

Note: If one year of prior piano literature was not completed prior to graduate study in this program, MUAC 3822/MUAC 3823/MUAC 3824 PIANO REPERTOIRE or its equivalent must be successfully completed before graduation.

B. Suzuki Cello and Violin emphases

Select either the Suzuki Cello or Suzuki Violin emphasis.

1. Suzuki Violin Pedagogy emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>MUPR 4250</td>
<td>Violin</td>
<td>2</td>
</tr>
<tr>
<td>MUPR 4250</td>
<td>Violin</td>
<td>2</td>
</tr>
<tr>
<td>MUPR 4250</td>
<td>Violin</td>
<td>2</td>
</tr>
<tr>
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<td>------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>MUPR 4250</td>
<td>Violin</td>
<td>2</td>
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<tr>
<td>MUAC 3470</td>
<td>Suzuki Violin Seminar I</td>
<td>6</td>
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<tr>
<td>&amp; MUAC 3471</td>
<td>and Suzuki Violin Seminar I</td>
<td></td>
</tr>
<tr>
<td>&amp; MUAC 3471</td>
<td>and Suzuki Violin Seminar I</td>
<td></td>
</tr>
<tr>
<td>MUAC 3282</td>
<td>Suzuki Violin Seminar II</td>
<td>6</td>
</tr>
<tr>
<td>&amp; MUAC 3283</td>
<td>and Suzuki Violin Seminar II</td>
<td></td>
</tr>
<tr>
<td>&amp; MUAC 3284</td>
<td>and Suzuki Violin Seminar II</td>
<td></td>
</tr>
<tr>
<td>MUAC 3439</td>
<td>Teaching Note Reading</td>
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<tr>
<td>MUAC 3477</td>
<td>Suzuki Violin Practicum</td>
<td>3</td>
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<tr>
<td>&amp; MUAC 3478</td>
<td>and Suzuki Violin Practicum</td>
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<tr>
<td>&amp; MUAC 3479</td>
<td>and Suzuki Violin Practicum</td>
<td></td>
</tr>
<tr>
<td>MUEN 3XXX</td>
<td>Ensemble Courses</td>
<td>6</td>
</tr>
</tbody>
</table>

2. Suzuki Cello Pedagogy emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUPR 4270</td>
<td>Violoncello</td>
<td>2</td>
</tr>
<tr>
<td>MUAC 3463</td>
<td>Suzuki Cello Seminar I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; MUAC 3464</td>
<td>and Suzuki Cello Seminar I</td>
<td></td>
</tr>
<tr>
<td>&amp; MUAC 3465</td>
<td>and Suzuki Cello Seminar I</td>
<td></td>
</tr>
<tr>
<td>MUAC 3466</td>
<td>Suzuki Cello Seminar II</td>
<td>6</td>
</tr>
<tr>
<td>&amp; MUAC 3467</td>
<td>and Suzuki Cello Seminar II</td>
<td></td>
</tr>
<tr>
<td>&amp; MUAC 3468</td>
<td>and Suzuki Cello Seminar II</td>
<td></td>
</tr>
<tr>
<td>MUAC 3439</td>
<td>Teaching Note Reading</td>
<td>2</td>
</tr>
<tr>
<td>MUAC 3460</td>
<td>Suzuki Cello Practicum</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUAC 3461</td>
<td>and Suzuki Cello Practicum</td>
<td></td>
</tr>
<tr>
<td>&amp; MUAC 3462</td>
<td>and Suzuki Cello Practicum</td>
<td></td>
</tr>
<tr>
<td>MUEN 3XXX</td>
<td>Ensemble Courses</td>
<td>6</td>
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</table>

Elective requirements for all emphases

Complete all of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUAC 3XXX</td>
<td>Musicology/Ethnomusicology/Music Theory/Composition Course</td>
<td>4</td>
</tr>
<tr>
<td>MUAC 3XXX</td>
<td>Course</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: Department must offer graduate level degree program.

Total Credits for Cello and Violin Pedagogy Emphases: 55 credits

Total Credits for Piano Pedagogy Emphasis: 59 credits

Minimum number of credits required for the degree with a Suzuki Violin Pedagogy Emphasis or a Suzuki Cello Emphasis: 55 credits

Minimum number of credits required for the degree with a Piano Pedagogy Emphasis: 59 credits

Non-coursework requirements (see below and the MUSC handbook for more details)

- Ensemble Participation
- Recital
- Thesis (only required for the Piano Pedagogy)
- Final Teaching Demonstration
- Final Oral Comprehensive Exam

Additional non-coursework requirements (see below and the MUSC handbook for more details)

- Entrance Proficiencies
- Convocation and Performance Attendance
Non-coursework Requirements:

Ensemble Participation
- Cello (Suzuki) and Violin (Suzuki) Pedagogy Emphases
  Participation in at least two ensembles each quarter as assigned. Please view Lamont Student Handbook for specific requirements.
- Piano Pedagogy Emphasis
  Participation in the piano accompanying program each quarter. An accompanying load that is equivalent to participation in two major ensembles will be determined by the coordinator of the program.

Recital
One full-length performance recital

Thesis (Piano Pedagogy Only)
A thesis that constitutes an original contribution of research to the field.

Final Teaching Demonstration
Final Oral Comprehensive Examination
- Cello (Suzuki) and Violin (Suzuki) Pedagogy Emphases: Final oral comprehensive examination
- Piano Pedagogy Emphasis: Final oral comprehensive examination, including defense of the thesis

Additional non-coursework requirements:

Entrance Proficiencies
By no later than the completion of 15 graduate credit hours, demonstration of graduate entrance-level proficiency in musicology by examination.
By no later than the completion of 15 graduate credit hours, demonstration of graduate entrance-level proficiencies in music theory and aural skills by examination.

Convocation and Performance Attendance
Attendance requirements as specified in the Lamont School of Music Handbook.

Grades
A 3.0 (“B”) grade point average is required in all graduate coursework accepted for the degree.
No more than one-fourth of the hours accepted toward the degree may be with “C” grades. A grade lower than “C” (2.0) renders the credit unacceptable for meeting degree requirements.
Students cannot take more than eight hours beyond the degree requirements in order to make up grade deficiencies. Students whose grades are still deficient after taking the additional eight hours are terminated from the degree program.
A 3.0 (“B”) grade point average must be maintained in all music courses.
Any course in the student’s major area within music, or the course Introduction to Graduate Study in Music, must be repeated if a grade lower than “B” (3.0) is awarded. A grade of “B” or better must be received in the repeated course. Only one such repeat is permitted; two grades lower than “B” for the same course will result in termination from the Lamont School of Music.
In the case of MUAC 4000 Introduction to Graduate Studies in Music, the average of the two grades from the two-quarter sequence must equal at least a B (3.0).
Upon failing a graduate music course, the student is placed on probationary status. If the student fails another music course while on probation, he/she will be terminated from the Lamont School of Music.
Five quarter-hours of “C” (2.0) work will be accepted in elective areas, provided they are balanced by the same number of quarter hours of “A” (4.0) work in any subject(s).

Time Limit
All requirements for the degree must be completed within five years of matriculation.
Master of Music in Music with a Concentration in Performance

The Master of Music in Music with a concentration in performance has several emphases: Accordion, Bassoon, Clarinet, Flute, Harp, Oboe, Percussion or Saxophone; Carillon; Cello; Double Bass; French Horn, Trombone, Trumpet and Tuba; Guitar; Organ; Piano; Viola; Violin; Voice; or Jazz emphasis in Accordion, Bassoon, Cello, Clarinet, Double Bass, Flute, French Horn, Guitar, Harp, Oboe, Organ, Percussion, Piano, Trombone, Trumpet, Tuba, Violin, Viola and or Voice.

Degree requirements
Coursework requirements
Core coursework requirements
Complete all of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUAC 4000</td>
<td>Introduction to Graduate Study</td>
<td>2</td>
</tr>
</tbody>
</table>

MUAC 4000 Introduction to Graduate Study

MUAC 3XXX or MUAC 4XXX Musicology/Ethnomusicology Course

MUAC 3XXX or MUAC 4XXX Music Theory Course

Emphasis requirements
All emphases must complete all of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUPR 4XXX</td>
<td>Applied Lessons</td>
<td>12</td>
</tr>
<tr>
<td>MUEN 3XXX</td>
<td>Ensembles</td>
<td>6</td>
</tr>
</tbody>
</table>

Select 1 of the A-L emphases and complete the following courses with a minimum number of 12 credits

A. Accordion, Bassoon, Clarinet, Flute, Harp, Oboe, Percussion, or Saxophone emphasis

Select 1 instrument emphasis.

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accordion</td>
<td>MUAC 3750</td>
<td>Pedagogy &amp; Repertoire Clarinet</td>
<td>12</td>
</tr>
<tr>
<td>Bassoon</td>
<td>MUAC 3751</td>
<td>Pedagogy &amp; Repertoire Clarinet</td>
<td>4</td>
</tr>
<tr>
<td>Clarinet</td>
<td>MUAC 3752</td>
<td>Pedagogy &amp; Repertoire Clarinet</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>3XXX or 4XXX</td>
<td>Upper-division Area Elective</td>
<td>8</td>
</tr>
<tr>
<td>Flute</td>
<td>MUAC 3747</td>
<td>Pedagogy &amp; Repertoire Flute</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>MUAC 3748</td>
<td>Pedagogy &amp; Repertoire Flute</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3XXX or 4XXX</td>
<td>Upper-division Area Elective</td>
<td>4</td>
</tr>
<tr>
<td>Harp</td>
<td>MUAC 3735</td>
<td>Pedagogy &amp; Repertoire Harp</td>
<td>8</td>
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<tr>
<td></td>
<td>MUAC 3736</td>
<td>Pedagogy &amp; Repertoire Harp</td>
<td>4</td>
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<tr>
<td></td>
<td>3XXX or 4XXX</td>
<td>Area Elective</td>
<td>4</td>
</tr>
<tr>
<td>Oboe</td>
<td>MUAC 3756</td>
<td>Pedagogy &amp; Repertoire Oboe</td>
<td>8</td>
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<tr>
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<td>MUAC 3757</td>
<td>Pedagogy &amp; Repertoire Oboe</td>
<td>4</td>
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<tr>
<td></td>
<td>3XXX or 4XXX</td>
<td>Upper-division Area Elective</td>
<td>4</td>
</tr>
<tr>
<td>Percussion</td>
<td>MUAC 3717</td>
<td>Pedagogy &amp; Repertoire Percussion</td>
<td>8</td>
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<td>MUAC 3718</td>
<td>Pedagogy &amp; Repertoire Percussion</td>
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<tr>
<td></td>
<td>3XXX or 4XXX</td>
<td>Upper-division Area Elective</td>
<td>4</td>
</tr>
<tr>
<td>Saxophone</td>
<td>MUAC 3753</td>
<td>Pedagogy &amp; Repertoire Saxophone</td>
<td>8</td>
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<td></td>
<td>MUAC 3754</td>
<td>Pedagogy &amp; Repertoire Saxophone</td>
<td>4</td>
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<tr>
<td></td>
<td>3XXX or 4XXX</td>
<td>Upper-division Area Elective</td>
<td>4</td>
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</tbody>
</table>

B. Carillon emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUAC 3700</td>
<td>Carillon Repertoire (8 credits over two quarters)</td>
<td>4</td>
</tr>
<tr>
<td>MUAC 3700</td>
<td>Carillon Repertoire</td>
<td>4</td>
</tr>
<tr>
<td>MUAC 3698</td>
<td>Carillon History and Mechanics</td>
<td>4</td>
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</table>
### C. Cello emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUAC 3730</td>
<td>Pedagogy &amp; Repertoire Cello</td>
<td>4</td>
</tr>
<tr>
<td>or MUAC 3463</td>
<td>Suzuki Cello Seminar I</td>
<td></td>
</tr>
<tr>
<td>&amp; MUAC 3464</td>
<td>and Suzuki Cello Seminar I</td>
<td></td>
</tr>
<tr>
<td>MUAC 3650</td>
<td>Orchestral Excerpts-Cello</td>
<td>4</td>
</tr>
<tr>
<td>or MUAC 3465</td>
<td>Suzuki Cello Seminar I</td>
<td></td>
</tr>
<tr>
<td>&amp; MUAC 3466</td>
<td>and Suzuki Cello Seminar II</td>
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</tr>
<tr>
<td>3XXX or 4XXX</td>
<td>Upper-division Area Elective</td>
<td>4</td>
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</table>

### D. Double Bass emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUAC 3733</td>
<td>Pedagogy &amp; Rep Double Bass</td>
<td>4</td>
</tr>
<tr>
<td>MUAC 3655</td>
<td>Orchestral Excerpts-Bass</td>
<td>4</td>
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<tr>
<td>3XXX or 4XXX</td>
<td>Upper-division Area Elective</td>
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### E. French Horn, Trombone, and Tuba emphases

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
<td>MUAC 3765</td>
<td>Professional Brass Techniques</td>
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</tr>
<tr>
<td>MUAC 3708</td>
<td>Pedagogy &amp; Repertoire Horn</td>
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<td>3XXX or 4XXX</td>
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### F. Guitar emphasis

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<tr>
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<th>Course Title</th>
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<tr>
<td>MUAC 3724</td>
<td>Pedagogy &amp; Repertoire Guitar</td>
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<tr>
<td>MUAC 3724</td>
<td>Pedagogy &amp; Repertoire Guitar</td>
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<td>3XXX or 4XXX</td>
<td>Upper-division Area Elective</td>
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OR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>MUAC 4050</td>
<td>Major Adv Repertoire Guitar</td>
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<td>&amp; MUAC 4051</td>
<td>and Major Adv Repertoire Guitar</td>
<td></td>
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<tr>
<td>&amp; MUAC 4052</td>
<td>and Major Adv Repertoire Guitar</td>
<td></td>
</tr>
<tr>
<td>MUAC 3XXX or 4XXX</td>
<td>Upper-division Area Elective</td>
<td>6</td>
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</table>

### G. Organ emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUAC 3738</td>
<td>Pedagogy &amp; Repertoire Organ</td>
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<tr>
<td>&amp; MUAC 3739</td>
<td>and Pedagogy &amp; Repertoire Organ</td>
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<tr>
<td>&amp; MUAC 3740</td>
<td>and Pedagogy &amp; Repertoire Organ</td>
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<tr>
<td>MUPR 3350</td>
<td>Organ Improvisation</td>
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<tr>
<td>MUPR 3350</td>
<td>Organ Improvisation</td>
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<tr>
<td>MUPR 3350</td>
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</table>

### H. Piano emphasis

Select 1 of the following options:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUAC 3822</td>
<td>Piano Repertoire I</td>
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<td>&amp; MUAC 3823</td>
<td>and Piano Repertoire II</td>
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<tr>
<td>&amp; MUAC 3824</td>
<td>and Piano Repertoire III</td>
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Sequence required if equivalent not completed in undergraduate degree

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<tr>
<td>MUAC 3XXX or 4XXX</td>
<td>Advanced Keyboard Repertoire Course</td>
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OR

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### I. Viola emphasis

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### J. Violin emphasis

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<td>MUAC 3660</td>
<td>Orchestral Excerpts-Violin</td>
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<td>or MUAC 3472</td>
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### K. Voice emphasis
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<td>MUAC 3810</td>
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L. Jazz emphasis in Accordion, Bassoon, Cello, Clarinet, Double Bass, Flute, French Horn, Guitar, Harp, Oboe, Organ, Percussion, Piano, Trombone, Trumpet, Tuba, Violin, Viola or Voice

Courses from the Jazz and Commercial Music curriculum selected in consultation with student's advisor 12

Elective requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
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<td>Musicology/Ethnomusicology/Music Theory/Composition Course</td>
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</tr>
<tr>
<td>3XXX or 4XXX</td>
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Voice majors must take MUAC 3242 Vocal Pedagogy if equivalent not completed during undergraduate study

Note: Departments must offer a graduate level degree program

Total credits 50

Minimum number of credits required for the degree: 50 credits

Non-coursework requirements (see below and the MUSC handbook)

- Ensemble Participation or the Piano Accompanying Program (depending on the emphasis)
- Recital
- Final Oral Comprehensive Examination
- Final Written Project

Additional non-coursework requirements (see below and the MUSC handbook)

- Entrance Proficiencies
- Convocation and Performance Attendance
- Grades
- Time Limits

Non-coursework requirements:

Ensemble Participation or the Piano Accompanying Program

All MM Performance students (except voice and piano) must audition and participate in two ensembles per quarter as assigned.

All MM Voice students must audition and participate in two ensembles per quarter for three quarters, and one ensemble per quarter for all other quarters.

All Piano Emphasis students must participate in the piano accompanying program each quarter. An accompanying load that is equivalent to participation in two major ensembles will be determined by the coordinator of the program.

Recital

One full-length performance recital

Final Oral Comprehensive Examination

Final oral comprehensive examination

Final Written Project

Final written project determined by department

Additional non-coursework requirements:

Entrance Proficiencies

By no later than the completion of 15 graduate credit hours, demonstration of graduate entrance-level proficiency in musicology by examination.

By no later than the completion of 15 graduate credit hours, demonstration of graduate entrance-level proficiencies in music theory and aural skills by examination.

Convocation and Performance Attendance

Attendance requirements as specified in the Lamont School of Music Handbook.
Grades

A 3.0 (“B”) grade point average is required in all graduate coursework accepted for the degree.

No more than one-fourth of the hours accepted toward the degree may be with “C” grades. A grade lower than “C” (2.0) renders the credit unacceptable for meeting degree requirements.

Students cannot take more than eight hours beyond the degree requirements in order to make up grade deficiencies. Students whose grades are still deficient after taking the additional eight hours are terminated from the degree program.

A 3.0 (“B”) grade point average must be maintained in all music courses.

Any course in the student’s major area within music, or the course Introduction to Graduate Study in Music, must be repeated if a grade lower than “B” (3.0) is awarded. A grade of “B” or better must be received in the repeated course. Only one such repeat is permitted; two grades lower than “B” for the same course will result in termination from the Lamont School of Music.

In the case of MUAC 4000 Introduction to Graduate Studies in Music, the average of the two grades from the two-quarter sequence must equal at least a B (3.0).

Upon failing a graduate music course, the student is placed on probationary status. If the student fails another music course while on probation, he/she will be terminated from the Lamont School of Music.

Five quarter-hours of “C” (2.0) work will be accepted in elective areas, provided they are balanced by the same number of quarter hours of “A” (4.0) work in any subject(s).

Time Limit

All requirements for the degree must be completed within five years of matriculation.

Music-Academic Classes Courses

MUAC 3002 Theory III: Form and Analysis (4 Credits)
Analysis of structural elements and stylistic features in solo, chamber and orchestral literature from 1600 to present. Prerequisite: MUAC 2006.

MUAC 3005 Post-Tonal Theory and Analysis: Set-Theory and Serialism (4 Credits)
This course has two components: (1) A study of selected analytical techniques for post-tonal music, primarily pitch-class set theory and twelve-tone (serial) theory; (2) Analysis of representative works from the twentieth century, focusing on the music from the first half of the century (Schoenberg, Berg, Webern, Stravinsky, and Bartok). Six credits of Theory 2 or permission of instructor required.

MUAC 3006 Post-Tonal Theory: Mode/Rhythm (4 Credits)
Works of Stravinsky, Bartok, Satie, Debussy, and others are studied, employing various transformational theories, diatonic set theory, and 20th-century metric theories. Prerequisite: completion of Music Theory I and Music Theory II sequences.

MUAC 3010 Tonal Counterpoint (4 Credits)
Eighteenth-century counterpoint using J.S. Bach as a model, with two- and three-part fugue writing.

MUAC 3023 Rhythm & Meter in Tonal Music (4 Credits)
This course gives a general background, including the history of rhythm and meter, different rhythmic analyses, and various topics (dissonance, ambiguity, Schenker, motives, biology, and perception).

MUAC 3024 Theory III: Introduction to Tonal Analysis (4 Credits)
This course introduces students to various types of musical analysis for tonal music that are more advanced than what is introduced in first- and second-year music theory. Prerequisites: MUAC 2006 and MUAC 2022.

MUAC 3025 Topics in Analysis: Brahms (4 Credits)
This course explores a variety of analytical techniques used to understand the compositions of Brahms. We examine works by musicologists and theorists such as Allen Forte, Walter, Frisch, Arnold Schoenberg, Carl Schachter, and David Lewin. Issues discussed include developing variations, rhythm, form, and ambiguity in Brahms. We cover a wide range of repertoire, ranging from piano works to choral works to symphonies.

MUAC 3030 Seminar-Performance Psychology (2 Credits)

MUAC 3036 Internship (1-5 Credits)

MUAC 3045 Introduction to Studio Recording (3 Credits)
A hands-on introduction to recording popular music in the state of the art Lamont Recording Studio. Students will participate in pre-production and recording of a professional four piece rock band. Students will also learn basic audio theory as it applies to the use of microphones, signal processing, and other studio equipment. Topics to be covered include drum sounds, guitar and bass sounds, basic audio theory and acoustics, basic electricity, digital recording, microphones and DI's, signal routing in the studio, tracking with ProTools HD and Logic Pro7, equalization, dynamics, reverberation and delay, special effects, mixing to stereo.
MUAC 3059 Audio Production II (4 Credits)
This course covers theory in audio engineering and provides hands-on training in professional audio engineering for studio sessions and live events. Students receive classroom instruction as well as on-site training at Lamont School of Music performances. This is the second sequence in the audio production concentration.

MUAC 3060 Extra-Musical Roles of the Music Director (1 Credit)
Under the supervision and guidance of the director of orchestral studies, students will gain hands-on, actual experience with many of the non-musical tasks that conductors face. These experiences will include managing orchestra personnel, librarian activities, running auditions, and recruiting. Open only to artist diploma in orchestral conducting students.

MUAC 3061 Audio Production I (4 Credits)
An introduction to analog and digital synthesis, MIDI sequencing, and DAW software.

MUAC 3064 Audio Production IV (4 Credits)
This course covers theory in audio engineering and provides hands-on training in professional audio engineering for studio sessions and live events. Students receive classroom instruction as well as on-site training at Lamont School of Music performances. This is the fourth sequence in the audio production concentration.

MUAC 3065 Audio Production V (4 Credits)
This course covers theory in audio engineering and provides hands-on training in professional audio engineering for studio sessions and live events. Students receive classroom instruction as well as onsite training at Lamont School of Music performances. This is the fifth sequence in the audio production concentration.

MUAC 3068 Audio Production for Working Musicians (4 Credits)
In this course, students are taught a solid foundation of basic audio production skills that will enable them to record any style of music. Students are also taught the basics of digital music synthesis and how to create music with digital synthesizers and MIDI. The primary digital audio workstation software used in this course will be ProTools, and each student is required to purchase ProTools (about $250 academic price) and an iLok license dongle (about $40). However, the course has been designed so that skills acquired can be easily applied to any regular DAW platform, such as Logic, Cubase, Ardour, etc. Production techniques for various musical genres will be presented, including Rock, Jazz, Classical, Techno, experimental electro-acoustic, etc. This course will be of great value to performing musicians, singer-songwriters, ensemble directors and conductors, composers, or anyone who wants to record and/or produce music. Students are encouraged but not required to purchase an audio interface and microphone or other input device depending on their area of interest, and are advised in class as to what purchases make sense.

MUAC 3069 Jazz Rhythm Section (4 Credits)
Jazz Rhythm Section provides students with detailed performance practice skills and knowledge. This class may be used to fulfill four hours of Jazz Studies and Commercial Music Area Requirements and may only be taken once for credit. Jazz Studies and Commercial Music Major or the performance ability sufficient to perform on a rhythm section instrument in one of the JSCM ensembles.

MUAC 3092 The Business Side of Music (4 Credits)
A personal and clinical approach to developing music business skills and strategies.

MUAC 3105 Studies in Style: Movement, Mannerisms, Gesture and Physical Comedy (3 Credits)
The exploration of period styles in theatrical and historical genres will be introduced to broaden the singer/actor's repertoire of physical gesture and comedic forms of stage movement. The focus of the course will include studies in rhythm, timing, pacing, musicality and lyricism as these elements apply to heightened expressivity within scene work, character development and ensemble performance. Considerable time will be devoted to the physical practice of related skills as preparation and facilitation of performance projects that will serve as an opportunity for peer observation, group discussion and commentary, and student assessment.

MUAC 3106 The Dynamic Body: Foundations in Movement Methods and Body Awareness Principles (2 Credits)
An introduction to fundamental body awareness principles in relationship to physical performance skills for vocal performance majors. Methods for heightening kinesthetic awareness will be learned in the form of movement explorations, improvisations, structures, and learned phrases to gain somatic insight into the performer's sense of verticality in all places and dimensions of space. The concepts of the body in motion will be a primary context and focus for the progression of studies or 'etudes,' and for the reflective and analytical processes that include observation, journaling, discussion and peer commentary. Studio activities in solo, partnering, and group work will further the student's knowledge of how to become more responsive, expressive, and communicative when interacting with the surrounding environment and with others. Integrated with the body-mind practice and theoretical study, students will be encouraged to inquire, examine and articulate possible philosophies regarding why the mastery of the performer's physical body requires an essential sense of discipline that is cultivated in the performing arts, and how the somatic practices being investigated can serve his/her performance presence and support one's vocal training and health for the long-term.

MUAC 3120 Seminar in Music Theory (1-5 Credits)
Practical application of harmonic (written and aural) materials of 18th, 19th, early 20th centuries. Creative projects and harmonic analysis required.

MUAC 3124 Composition Seminar (1 Credit)
Composition Seminar focuses on the reading and performance of modern scores by Lamont and recognized composers. Any student composing music or wishing to perform new compositions at Lamont may register and participate. Requirements for composers include the completion, rehearsal and performance of a piece of music at the New Music Ensemble concert each quarter. Non-composers are required to rehearse and perform at the New Music Ensemble concert. Composers enrolled in the ensemble may be required to play compositions submitted as well.
MUAC 3161 Topics in 20th-Century Opera (4 Credits)
Through the close study of particular twentieth-century operas and musicals, this course will consider such issues as opera and film, musicals as a business, feminist criticism of opera librettos, the personal politics of opera. In addition to assigned excerpts, students will view three complete works during the quarter. Primary and secondary source readings will serve as the texts for the course.

MUAC 3165 Music Theater Survey (2 Credits)
A historical overview of the American Broadway musical, performance technique, audition preparation and repertoire. Must be prepared to sing and perform.

MUAC 3196 Advanced Composition Tutorial (4 Credits)

MUAC 3200 Recitative in Opera & Oratorio (2 Credits)
The fluid singing of recitative in German, English, Italian and French will be explored and practiced in this class. Students will harmonically analyze examples, add ornamentation, and perform recitative with a knowledge of the translation and emotional content.

MUAC 3234 Cycle of Seasons-Resources (1 Credit)

MUAC 3235 Preschool Music Workshop (3 Credits)

MUAC 3236 Family Music Workshop (1 Credit)

MUAC 3237 Music Makers at the Keyboard (3 Credits)
This 30-hour workshop presents the keyboard method for groups of young beginners ages 5-9.

MUAC 3238 Music Makers at Home & World (3 Credits)
This 30-hour workshop presents the method for a sequential two-year program that guides the musical development of children ages 4-7. Different world cultures are celebrated through music, songs, dances, stories, and rituals.

MUAC 3240 Vocal Pedagogy (2 Credits)
Psychological and physical aspects of teaching of singing.

MUAC 3241 Voice Pedagogy (2 Credits)
Psychological and physical aspects of teaching of singing.

MUAC 3282 Suzuki Violin Seminar II (2 Credits)

MUAC 3283 Suzuki Violin Seminar II (2 Credits)

MUAC 3284 Suzuki Violin Seminar II (2 Credits)

MUAC 3333 Advanced Vocal Pedagogy (2 Credits)
An advanced study of the science behind the singing voice, including the biomechanics of phonation, identifying systems and changes in the voice, posture and breathing that impact phonation, and a physiologic approach to vocal exercises in preparation for teaching voice. Prerequisite: MUAC 3242.

MUAC 3350 Social History-Modern Britain (4 Credits)
This course investigates the intersections of class, gender, and race in nineteenth-century British society. During this period, Britain became the preeminent world power thanks to its spectacular industrialization and its even more impressive empire. Such success often fostered smugness and complacency, yet British society was also riddled with dissension as people struggled to cope with the enormous changes they were witnessing. Discussions focus on the ways in which Victorian people themselves understood their society and its problems, and how they attempted to construct solutions to those problems. Who was implicitly or explicitly excluded from British society? As we consider these topics, we use a variety of secondary and primary sources, including fiction; one goal of the course is for us to think about how to integrate different kinds of sources as we analyze historical problems and create our own interpretations. Cross listed with HIST 3350.

MUAC 3439 Teaching Note Reading (2 Credits)

MUAC 3460 Suzuki Cello Practicum (1 Credit)

MUAC 3461 Suzuki Cello Practicum (1 Credit)

MUAC 3462 Suzuki Cello Practicum (1 Credit)

MUAC 3463 Suzuki Cello Seminar I (2 Credits)

MUAC 3464 Suzuki Cello Seminar I (2 Credits)

MUAC 3465 Suzuki Cello Seminar I (2 Credits)

MUAC 3466 Suzuki Cello Seminar II (2 Credits)

MUAC 3467 Suzuki Cello Seminar II (2 Credits)

MUAC 3468 Suzuki Cello Seminar II (2 Credits)

MUAC 3470 Suzuki Violin Seminar I (2 Credits)
Comprehensive study of Suzuki philosophy, repertoire and teaching techniques for violin. Offered fall, winter, and spring quarters. May be repeated for credit.
MUAC 3471 Suzuki Violin Seminar I (2 Credits)
Comprehensive study of Suzuki philosophy, repertoire and teaching techniques for violin. Offered fall, winter, and spring quarters. May be repeated for credit.

MUAC 3472 Suzuki Violin Seminar II (2 Credits)
Comprehensive study of Suzuki philosophy, repertoire and teaching techniques for violin. Offered fall, winter, and spring quarters. May be repeated for credit.

MUAC 3477 Suzuki Violin Practicum (1 Credit)
MUAC 3478 Suzuki Violin Practicum (1 Credit)
MUAC 3479 Suzuki Violin Practicum (1 Credit)

MUAC 3492 History of Opera: From Monteverdi to Minimalism and Beyond (4 Credits)
This seminar course surveys the history of opera from the invention of the genre c. 1600 to the present day. In addition to assigned excerpts, students view three complete operas during the quarter. Primary and secondary source readings supplement the required text and class lectures. Students write a research paper that may examine some aspect of a particular opera or that may compare a particular aspect found in several operas. With the prior consent of the instructor, students may submit an alternative final project, one that combines performance with some form of written work.

MUAC 3493 Approaches to American Popular Music (4 Credits)
We explore a number of topics involved in the study of popular music, including tensions between analytical and cultural approaches; issues of race, class, and gender; and constructions of authenticity and personae. Listening and reading are wide-ranging, encompassing diverse styles. The course concludes with individual research projects and presentations on topics students choose and develop.

MUAC 3494 Music and Belief in World Cultures (4 Credits)
How does music affect religious experience and how does religion shape musical practice? Why is music vital in some religious rituals and expressly banned in others? If humans use music to create, reflect, and comment upon the worlds they experience and imagine, then the use of music in religious practice is among its most powerful and ephemeral. Students are introduced to a wide range of musical traditions and their relationship to many of the world's religions, including Islam, Judaism, Christianity, Buddhism, Hinduism, Native American belief and the religious practices of Africa and its diaspora. Readings, lectures and discussions are supplemented by guest lecture demonstrations, film/video screenings and hands-on workshops.
Prerequisite: Junior or senior standing required; sophomores allowed with instructor approval.

MUAC 3497 Studying Music in the Field: Theory and Method in Ethnomusicology (4 Credits)
This course introduces issues that motivate ethnomusicological research and techniques for carrying out fieldwork, the ethnographic method which has largely come to define the discipline. Our primary texts include Bruno Nettl's classic text, The Study of Ethnomusicology, and Shadows in the Field, a seminal volume of essays discussing ethnomusicological fieldwork. This course also involves hands-on experience in some of the major fieldwork techniques, including field observation and writing fieldnotes, musical transcription and interviewing. This course culminates in a field research project in a Denver musical community determined in consultation with the professor. Note: this course is not open to freshman; sophomores allowed with permission of instructor.

MUAC 3498 Music, Dance, and Everyday Life in South Asia (4 Credits)
This course serves as an introduction to a diverse array of performance traditions from the South Asian subcontinent. We examine the significance of music and dance in everyday life, the influence of media technology, and the relationship of performance to issues such as caste, gender, nationalism and globalization. Class discussions are supplemented by guest lectures, hands-on workshops and film screenings. Our study of music outweighs that of dance, and a music background is strongly encouraged. This course is not open to first-year students. Sophomores allowed with instructor approval.

MUAC 3499 Topics in Musicology (4 Credits)
This course focuses on particular musicology topics determined by the instructor. Course materials may include primary and secondary source readings, theoretical writings from other disciplines, a variety of listening assignments, film/video screenings, guest lecture demonstrations, and hands-on workshops. Students are expected to participate in class discussions and may be asked to write short response papers and/or to give short oral presentations. The course concludes with individual research projects, presented orally and in written form, on topics chosen and developed in consultation with the instructor. Expectations for graduate students enrolled in the course are commensurate with their training and background as compared to undergraduates enrolled in the course. In some cases, with the prior consent of the instructor, students may choose to combine performance with the final research project. Prerequisite: Junior standing.

MUAC 3502 Gender & Genre in World Music (4 Credits)
How are concepts of "maleness," "femaleness" and other gendered categories constructed, maintained, and contested through musical performance? This course examines the issues explored and debated in recent studies of gender in music. We focus on reading and discussion of ethno-musicological and anthropological ethnographies, musicological studies focusing on gender and theoretical writings from gender and women's studies. Lectures and discussions are supplemented by guest lecture-demonstrations, film/video screenings and hands-on workshops. This course is not open to freshman. Sophomores can register with instructor approval.

MUAC 3511 Mahler and Musical Culture (4 Credits)
We explore Gustav Mahler's life, historical context, and music, all in relation to one another. The focus is on recent and important scholarly approaches to this conductor and composer. The course concludes with individual research projects and presentations on topics students choose and develop.

MUAC 3513 Wagner and the Ideology of the Artwork (4 Credits)
We explore Richard Wagner's music dramas, particularly the Ring operas, as well as theories and ideologies surrounding them. The focus is on recent and important scholarly approaches. The course concludes with individual research projects and presentations on topics students choose and develop.
MUAC 3520 Topics in Baroque Music (4 Credits)
Through the study of selected Baroque instrumental, vocal and operatic works, this seminar course considers various approaches to performance practice issues such as "authenticity," the "historically informed" performance, period instruments, ornamentation, continuo realization, and editing. Facsimile editions and primary and secondary source readings serve as the texts for the course. Students write a research paper that examines some aspect of Baroque music with an emphasis on performance practice. With the prior consent of the instructor, students may submit an alternative final project, one that combines performance with some form of written work.

MUAC 3535 Musics of the African Diaspora (4 Credits)
How have African music-cultures changed in their transitions to new lands? What performative Africanisms have been retained, reconstructed and/or highlighted in the aftermath of legal slavery? And within newer Afro-diasporic communities? What role does musical transmission play in cultural retention and survival? This course will explore the connections and differences in musical practice and worldview throughout the African diaspora. We focus primarily on music-cultures of North, South, and Central America, and the Caribbean, examining traditional forms of music and dance associated with religion and ritual such as Afro-Cuban bata drumming, practices which fuse music and movement such as Afro-Brazilian capoeira, jazz, and popular music such as rap. Lectures and class discussions are supplemented by guest lecture-demonstrations, film/video screenings and hands-on workshops. This course is not open to freshman. Sophomores with permission of instructor.

MUAC 3541 Mozart's Piano Concertos (4 Credits)
Cultural context, stylistic sources, stylistic development, meaning, and performance issues with regard to Mozart's 30 works in the piano concerto genre. Principles for the creation of stylistic cadenzas, lean-ins, embellishments, "white-spot" fill-ins, and basso continuo realizations. Considerations of means for integration aspects of the concertos' original cultural context into performance for twenty-first-century pianists, orchestral players, and their listeners. Course is designed for both pianists and non-pianists and can be taken by graduate students and upper-division undergraduate students.

MUAC 3542 Beethoven's Piano Concertos (4 Credits)
Cultural context, stylistic sources, stylistic development, meaning, and performance issues with regard to Beethoven's works in the piano concerto genre, including the triple concerto and the choral fantasia with piano. Consideration of means of integrating aspects of the concertos' original cultural context into performance for twenty-first-century pianists, orchestral players, and their listeners. Course is designated for both pianists and non-pianists and can be taken by graduate students and upper-division undergraduate students.

MUAC 3543 Schubert and the Piano: Sonatas and Chamber Music (4 Credits)
Cultural context, stylistic sources, stylistic development, meaning, and performance issues with regard to Franz Peter Schubert's works in the piano sonata genre - whether for two or four hands - and other closely related genres. Consideration of means for integrating aspects of the works' original cultural context into performance for 21st-Century pianists and their listeners. Course is designed for both pianists and non-pianists and can be taken by graduate students and upper-division undergraduate students.

MUAC 3545 The Making of Romantic Music: Paris and Leipzig in the 1830s (4 Credits)
With a view to identifying the various interdisciplinary factors that led to the making of romantic music, this seminar course focuses on musical life in Paris and Leipzig in the 1830s. Specific attention is paid to the music of Chopin, Berlioz, Mendelssohn, and Robert and Clara Schumann and the personal and musical connections between these composers. Primary and secondary source readings serve as the texts for the course. Students write a research paper that examines some aspect of music and/or musical life in the 1830s. With the prior consent of the instructor, students may submit an alternative final project, one that combines performance with some form of written work.

MUAC 3550 Major Composers-J.S. Bach (4 Credits)
Music of Bach, including chronological development, form and style, studied against background of baroque musical practice and circumstances of Bach's life and temperament. Prerequisites: MUAC 1621, 1622 and 1623.

MUAC 3570 Major Composers: Beethoven (4 Credits)
MUAC 3578 Theory III: Advanced Composition (4 Credits)
Advanced composition with students composing works of large scope and using a variety of advanced techniques consistent with interests and abilities; emphasis on imagination and originality of personal expression.

MUAC 3579 Advanced Composition (3 Credits)
Advanced composition with students composing works of large scope and using a variety of advanced techniques consistent with interests and abilities; emphasis on imagination and originality of personal expression. May be taken more than once for credit. Prerequisite: MUAC 3020.

MUAC 3590 Guitar History (4 Credits)
MUAC 3600 The Evolution of Rock (4 Credits)
This course traces the history of rock from the Beatles in the early 60's to the most recent developments of the 90's. The course provides a concise overview of this most influential musical phenomenon. Designed for the non-music major, it requires no prerequisites. Classes consist of lectures and listening. All listening examples are available via computer to each student.

MUAC 3650 Orchestral Excerpts-Cello (4 Credits)
This course will explore excerpts from the standard orchestral literature, highlighting favorite audition materials of the major symphony orchestras. Students will be given a list of excerpts and coached on how to prepare them. They will participate in mock auditions and receive feedback. This course will also address the mental aspects involved in taking successful auditions and the expectations demanded of them in the professional world of orchestras.
MUAC 3655 Orchestral Excerpts-Bass (4 Credits)
This course will explore excerpts from the standard orchestral literature, highlighting favorite audition materials of the major symphony orchestras. Students will be given a list of excerpts and coached on how to prepare them. They will participate in mock audition and receive feedback. This course will also address the mental aspects involved in taking successful auditions and the expectations demanded of them in the professional world of orchestras.

MUAC 3660 Orchestral Excerpts-Violin (4 Credits)
This course will explore excerpts from the standard orchestral literature, highlighting favorite audition materials of the major symphony orchestras. Students will be given a list of excerpts and coached on how to prepare them. They will participate in mock auditions and receive feedback. This course will also address the mental aspects involved in taking successful auditions and the expectations demanded of them in the professional world of orchestras.

MUAC 3661 Orchestral Excerpts Viola (4 Credits)
This course explores excerpts from the standard orchestral literature, highlighting favorite audition materials of the major symphony orchestras. Students are given a list of excerpts and coached on how to prepare them. They participate in mock auditions and receive feedback. This course also addresses the mental aspects involved in taking successful auditions and the expectations demanded of them in the professional world of orchestras.

MUAC 3662 Orchestral Studies for Brass (2 Credits)
Study of orchestral literature brass players are likely to be asked to play at auditions for professional orchestras. Undergraduate participants should have passed their Sophomore Proficiency jury with distinction.

MUAC 3663 Orchestral Excerpts, Viola II (4 Credits)
Companion course to Orchestral Excerpts Viola I, this section expands the repertoire list beyond the standard works used for auditions today. In addition to further honing basic requisite material from section I, students study and prepare less frequently required works and principle viola solo repertoire. There is more extensive discussion of the audition process and mock auditions as a part of the course. While it is advised and preferable that students complete the first section of this course it is possible to take the course with the approval of the instructor.

MUAC 3662 Topics-Orchestral Repertoire (4 Credits)
We explore the history of the orchestra and orchestral literature from the baroque through modern eras, and examine a number of test cases in which conventional understanding has been challenged in recent years. The course concludes with individual research projects and presentations on topics students choose and develop.

MUAC 3683 History of Chamber Music (4 Credits)
Chamber music from baroque trio sonata to contemporary electronic works. Prerequisites: MUAC 1621, MUAC 1622 and MUAC 1623. Winter quarter only.

MUAC 3684 Choral Literature I (2 Credits)
This course is an analysis of the development of choral repertoire from the Middle Ages through the Baroque era.

MUAC 3686 Choral Pedagogy I (2 Credits)
The Choral Pedagogy course focuses on effective choral methods and techniques indigenous to primary schools of thought that have risen to prominence or have proven successful in practice and performance throughout the last 50 years in the academic and professional choral idiom. Through study and analysis of selected works by various composers, effective teaching techniques are explored in performance practice and style interpretation.

MUAC 3688 Choral Pedagogy II (2 Credits)
The Choral Pedagogy course focuses on effective choral methods and techniques indigenous to primary schools of thought that have risen to prominence or have proven successful in practice and performance throughout the last 50 years in the academic and professional choral idiom. Through study and analysis of selected works by various composers, effective teaching techniques are explored in performance practice and style interpretation.

MUAC 3698 Carillon History and Mechanics (4 Credits)
A survey of the evolution of signal bells into the musical instrument known as the carillon. This subject is often called "campanology." The history will be traced from the 16th century in the Low Countries through modern times in Europe, North America, Australia/New Zealand and Japan. Topics will include bell foundries, bell casting and tuning, bell chambers, playing actions, carillonneurs, carillon schools, carillon organizations, the use of the carillon in its various regions and basic carillon maintenance.

MUAC 3700 Carillon Repertoire (4 Credits)
A survey of the music expressly produced for carillon from the earliest times through the present. Categories include automatic music (e.g., De Sany, Wyckaert, Eggert), the earliest compositions for manual play (Van den Gheyn and the Louvain manuscripts of the 18th century), and the 20th-century categories: Flemish, Dutch, French and North American. Mainstream publishers as well as incidental publications will be covered. The labs will focus on analysis through recordings and live performances by participants.

MUAC 3704 Pedagogy & Repertoire Tuba (4 Credits)
Teaching techniques and survey of literature and teaching materials for the tuba.

MUAC 3705 Pedagogy & Repertoire Tuba (4 Credits)
Teaching techniques and survey of literature and teaching materials for the tuba.

MUAC 3706 Pedagogy & Repertoire Tuba (4 Credits)
Teaching techniques and survey of literature and teaching materials for the tuba.
MUAC 3707 Pedagogy & Repertoire Horn (4 Credits)
Teaching techniques and survey of literature and teaching materials for the horn.

MUAC 3708 Pedagogy & Repertoire Horn (4 Credits)
Teaching techniques and survey of literature and teaching materials for the horn.

MUAC 3709 Pedagogy & Repertoire Horn (4 Credits)
Teaching techniques and survey of literature and teaching materials for the horn.

MUAC 3710 Carillon Pedagogy I (2 Credits)
An exploration of the physical and psychological elements that can lead to effective carillon teaching: technique, handling/pedaling (“fingering” on the piano), and developing an attitude that fosters successful performance.

MUAC 3711 Pedagogy & Repertoire Trombone (4 Credits)
Teaching techniques and survey of literature and teaching materials for the trombone.

MUAC 3712 Pedagogy & Repertoire Trombone (4 Credits)
Teaching techniques and survey of literature and teaching materials for the trombone.

MUAC 3713 Pedagogy & Repertoire Trombone (4 Credits)
Teaching techniques and survey of literature and teaching materials for the trombone.

MUAC 3717 Pedagogy & Repertoire Percussion (4 Credits)
Teaching techniques and survey of literature and teaching materials for percussion.

MUAC 3718 Pedagogy & Repertoire Percussion (4 Credits)
Teaching techniques and survey of literature and teaching materials for percussion.

MUAC 3719 Pedagogy & Repertoire Percussion (4 Credits)
Teaching techniques and survey of literature and teaching materials for percussion.

MUAC 3724 Pedagogy & Repertoire Guitar (4 Credits)
Teaching techniques and survey of literature and teaching materials for the guitar.

MUAC 3726 Pedagogy & Repertoire Viola (4 Credits)
Teaching techniques and survey of literature and teaching materials for the viola.

MUAC 3727 Pedagogy & Repertoire Viola (4 Credits)
Teaching techniques and survey of literature and teaching materials for the viola.

MUAC 3730 Pedagogy & Repertoire Cello (4 Credits)
Teaching techniques and survey of literature and teaching materials for the cello.

MUAC 3733 Pedagogy & Rep Double Bass (4 Credits)
Teaching techniques and survey of literature and teaching materials for the double bass.

MUAC 3735 Pedagogy & Repertoire Harp (4 Credits)
Teaching techniques and survey of literature and teaching materials for the harp.

MUAC 3736 Pedagogy & Repertoire Harp (4 Credits)
Teaching techniques and survey of literature and teaching materials for the harp.

MUAC 3737 Pedagogy & Repertoire Harp (4 Credits)
Teaching techniques and survey of literature and teaching materials for the harp.

MUAC 3738 Pedagogy & Repertoire Organ (2 Credits)
Teaching techniques and survey of literature and teaching materials for the organ.

MUAC 3739 Pedagogy & Repertoire Organ (2 Credits)
Teaching techniques and survey of literature and teaching materials for the organ.

MUAC 3740 Pedagogy & Repertoire Organ (2 Credits)
Teaching techniques and survey of literature and teaching materials for the organ.

MUAC 3741 Pedagogy & Repertoire Trumpet (4 Credits)
Teaching techniques and survey of literature and teaching materials for the trumpet.

MUAC 3742 Pedagogy & Repertoire Trumpet (4 Credits)
Teaching techniques and survey of literature and teaching materials for the trumpet.

MUAC 3743 Pedagogy & Repertoire Trumpet (4 Credits)
Teaching techniques and survey of literature and teaching materials for the trumpet.

MUAC 3747 Pedagogy & Repertoire Flute (4 Credits)
Teaching techniques and survey of literature and teaching materials for the flute.
MUAC 3748 Pedagogy & Repertoire Flute (4 Credits)
Teaching techniques and survey of literature and teaching materials for the flute.

MUAC 3749 Pedagogy & Repertoire Flute (4 Credits)
Teaching techniques and survey of literature and teaching materials for the flute.

MUAC 3750 Pedagogy & Repertoire Clarinet (4 Credits)
Teaching techniques and survey of literature and teaching materials for the clarinet.

MUAC 3751 Pedagogy & Repertoire Clarinet (4 Credits)
Teaching techniques and survey of literature and teaching materials for the clarinet.

MUAC 3752 Pedagogy & Repertoire Clarinet (4 Credits)
Teaching techniques and survey of literature and teaching materials for the clarinet.

MUAC 3753 Pedagogy & Repertoire Saxophone (4 Credits)
Teaching techniques and survey of literature and teaching materials for the saxophone.

MUAC 3754 Pedagogy & Repertoire Saxophone (4 Credits)
Teaching techniques and survey of literature and teaching materials for the saxophone.

MUAC 3755 Pedagogy & Repertoire Saxophone (4 Credits)
Teaching techniques and survey of literature and teaching materials for the saxophone.

MUAC 3756 Pedagogy & Repertoire Oboe (4 Credits)
Teaching techniques and survey of literature and teaching materials for the oboe.

MUAC 3757 Pedagogy & Repertoire Oboe (4 Credits)
Teaching techniques and survey of literature and teaching materials for the oboe.

MUAC 3758 Pedagogy & Repertoire Oboe (4 Credits)
Teaching techniques and survey of literature and teaching materials for the oboe.

MUAC 3759 Pedagogy & Repertoire Bassoon (4 Credits)
Teaching techniques and survey of literature and teaching materials for the bassoon.

MUAC 3761 Pedagogy & Repertoire Bassoon (4 Credits)
Teaching techniques and survey of literature and teaching materials for the bassoon.

MUAC 3762 Pedagogy & Repertoire Bassoon (4 Credits)
Teaching techniques and survey of literature and teaching materials for the bassoon.

MUAC 3765 Professional Brass Techniques (4 Credits)
This 4-hour per week course will be divided into a lecture/seminar for two hours and performance practicum for two hours. Topics discussed and performed include orchestral playing, sight reading, practice, solo performance, jazz survival, ornamentation, transposition, and warm-up/maintenance routine.

MUAC 3801 Introduction to Schenkerian Analysis (4 Credits)

MUAC 3804 Topics in Music (1-5 Credits)

MUAC 3810 Voice Repertoire (2 Credits)
Styles, periods and traditions of vocal repertoire from earliest music to contemporary compositions.

MUAC 3811 Voice Repertoire (2 Credits)
Styles, periods and traditions of vocal repertoire from earliest music to contemporary compositions.

MUAC 3812 Voice Repertoire (2 Credits)
Styles, periods and traditions of vocal repertoire from earliest music to contemporary compositions.

MUAC 3822 Piano Repertoire I (2 Credits)
Performance and analysis.

MUAC 3823 Piano Repertoire II (3 Credits)
Performance and analysis.

MUAC 3824 Piano Repertoire III (3 Credits)
Performance and analysis.

MUAC 3830 Theory III: Jazz and Commercial Music Orchestration and Arranging (4 Credits)
This course offers an in-depth, three term sequence of the theory, forms and styles of commercial music composition. Prerequisite: Satisfactory completion of first- and second-year written and aural theory. Final projects include production of a "studio orchestra" piece and writing for a film, including MIDI and SMPTE technologies.
MUAC 3831 Theory III: Jazz and Commercial Music Orchestration and Arranging (4 Credits)
This course offers an in-depth, three term sequence of the theory, forms and styles of commercial music composition. Prerequisite: Satisfactory completion of first- and second-year written and aural theory. Final projects include production of a "studio orchestra" piece and writing for a film, including MIDI and SMPTE technologies.

MUAC 3832 Theory III: Jazz and Commercial Music Orchestration and Arranging (4 Credits)
This course offers an in-depth, three term sequence of the theory, forms and styles of commercial music composition. Prerequisite: Satisfactory completion of first- and second-year written and aural theory. Final projects include production of a "studio orchestra" piece and writing for a film, including MIDI and SMPTE technologies.

MUAC 3841 Jazz & Commercial Music History/Repertoire (4 Credits)

MUAC 3842 Jazz & Commercial Music History/Repertoire (4 Credits)
Writing for small and large jazz groups; accompaniment skills; writing for live performance versus writing for recorded performance. Prerequisite: MUAC 3830.

MUAC 3843 Jazz & Commercial Music History/Repertoire (4 Credits)
Writing for small and large jazz groups; accompaniment skills; writing for live performance versus writing for recorded performance. Prerequisite: MUAC 3830.

MUAC 3860 Theory III: Basic Jazz Improvisation (4 Credits)
The study of jazz improvisation techniques and forms. Open to music majors or by instructor permission.

MUAC 3870 Theory III: Jazz Improvisation & Composition (4 Credits)
Improvisational styles of major jazz soloists studied through transcription and analysis of selected recorded jazz solos; scales and modes; rhythmic styles and devices; practice and development of individual student's improvisational technique. Prerequisites: MUAC 1011, MUAC 1012, MUAC 3830.

MUAC 3872 Theory III: Jazz Improvisation & Composition (4 Credits)
Improvisational styles of major jazz soloists studied through transcription and analysis of selected recorded jazz solos; scales and modes; rhythmic styles and devices; practice and development of individual student's improvisational style. Prerequisites: MUAC 1011, MUAC 1012, MUAC 3830.

MUAC 3910 Theory III: Orchestration (4 Credits)
Techniques of instrumental scoring.

MUAC 3933 Graduate Music History Review (0 Credits)

MUAC 3935 Graduate Music Theory Review (0 Credits)
This course provides an accelerated review of materials from the undergraduate theory core, including analysis and written exercises in diatonic and chromatic harmony, counterpoint, tonal forms, and an introduction to 20th-Century theory.

MUAC 3959 Movement and Expression for Conductors (2 Credits)
Conductors use their whole body to communicate and elicit successful performances from their ensemble. If you have unnecessary tension or lack of ease in your body, this is communicated unconsciously to your ensemble, hindering quality of performance. Additionally, physical tension can prevent your ability to communicate and think clearly under pressure. This course is an exploration of freedom of movement and the physicality of musical expression. Classes will include group activities in free-movement, dance, acting, keeping your cool, poise, balance, tension release, as well as hands-on instruction applying Alexander technique to your conducting.

MUAC 3960 Advanced Orchestral Conducting (2 Credits)
Discussions of and exercises in score study, interpretation, and techniques associated with orchestral conducting. Includes practical experience conducting orchestral repertoire. Required of MM Conducting students with Choral or wind concentrations. Open to other students with permission of instructor. Prerequisite: Permission of instructor (not needed for MM Conducting students with Choral or Wind concentration). Fall quarter only.

MUAC 3961 Advanced Choral Conducting (2 Credits)
Conducting complex choral works, including those with instrumental accompaniment; phrasing, interpretation and score reading. Prerequisite: MUAC 2940. Fall quarter only.

MUAC 3962 Advanced Wind Conducting (2 Credits)
Conducting complex wind compositions; phrasing interpretation and score reading. Prerequisite: MUAC 2970. Spring quarter only.

MUAC 3973 Advanced Wind Literature I (2 Credits)
This course is an overview of wind literature appropriate for junior high school, high school, college and professional programs including strategies in effective programming and creation of appropriate program notes.

MUAC 3974 Advanced Wind Literature II (2 Credits)
An in-depth study of successful compositional techniques by prominent composers of wind literature. Prerequisite: MUAC 3973.

MUAC 3980 Advanced Jazz Improvisation and Composition (4 Credits)
A three term sequence continuing the in-depth study of the theory, performance practices, style, and history of jazz improvisation and composition. Prerequisite: satisfactory completion of the three terms of Jazz Improvisation and Composition or consent of the instructor.

MUAC 3990 Internship in Music (1-8 Credits)
Internship in Music will offer opportunities for music majors to experience actual music related careers within a sponsoring music organization chosen by the student and accepted by the supervising faculty of the School of Music.
MUAC 3991 Independent Study (1-10 Credits)
MUAC 3992 Directed Study (1-10 Credits)
MUAC 4000 Introduction to Graduate Study (2 Credits)
Problems of research in various chronological epochs of Western musical culture; research techniques and sources used in research; formal writing style.
MUAC 4010 Pedagogy of Music Theory (4 Credits)
Materials, devices, techniques of teaching theory. Students must have successfully completed undergraduate music theory or passed graduate review theory.
MUAC 4020 Intro Research in Music Ed (2 Credits)
Foundations in measurement and evaluation of musical behaviors and understanding, using, designing primary research projects in music education.
MUAC 4050 Major Adv Repertoire Guitar (2 Credits)
Bibliographical survey of materials related to particular repertoire chosen by student for MA recital in preparation for major written project at end of year.
MUAC 4051 Major Adv Repertoire Guitar (2 Credits)
Bibliographical survey of materials related to particular repertoire chosen by student for MA recital in preparation for major written project at end of year.
MUAC 4052 Major Adv Repertoire Guitar (2 Credits)
Bibliographical survey of materials related to particular repertoire chosen by student for MA recital in preparation for major written project at end of year.
MUAC 4055 Major Adv Repertoire Guitar (2 Credits)
Bibliographical survey of materials related to particular repertoire chosen by student for MA recital in preparation for major written project at end of year.
MUAC 4090 Model Composition (4 Credits)
Students in this course deepen their understanding of musical styles and techniques by composing works that imitate major composers before 1900. Music by each student is performed in a final recital. Prerequisite: Tonal Counterpoint, equivalent coursework from another institution, or permission of instructor.
MUAC 4189 Jazz Performance Techniques (2 Credits)
Individual study of jazz performance techniques in a directed study environment.
MUAC 4196 Graduate Composition Tutorial (2 Credits)
MUAC 4200 Diction-Graduate Voice Majors (2 Credits)
This course is designed to help refine the diction skills of graduate students in voice, with an emphasis on Italian, French and German. Native speakers will be presented, and the student will learn some basic vocabulary and syntactical aspects of the language.
MUAC 4300 Topics in Jazz History (2 Credits)
A seminar focusing on a major figure of jazz history. Detailed examination of a single artist, their life, music and influences.
MUAC 4512 Stories of Music History (4 Credits)
We explore a number of case studies in which "conventional wisdom" about a composer, repertory, or a period of time turns out to be not universally "true," but instead contingent on cultural context and changing ideologies about music. The course concludes with individual research projects and presentations on topics students choose and develop.
MUAC 4520 Topics in Hindustani Music (4 Credits)
This course explores the melodic system (raga) and rhythmic system (tala) of Hindustani music, the classical music of North India. These conceptual frameworks act both as sound structures to be realized in improvised performance and as aesthetic entities manifested in the related traditions of dance, iconography, and film. A major emphasis of this course will be developing an understanding of raga and tala as musical structures through intensive listening as well as practical instruction. Accordingly, one class each week is designed to incorporate hands-on music-making through singing, rhythmic exercises, and dance. By the end of the quarter, students will become familiar with several ragas and talas and the stages by which they are developed in performance. A second, equally important objective is to learn to appreciate ragas as aesthetic entities. We will analyze their musical characteristics as well as the "extra-musical" characteristics of sentiment (rasa), performance time and/or season and iconographic associations (ragamala painting).
MUAC 4535 Baroque Opera on Stage (4 Credits)
This course will explore aspects of Baroque opera not immediately conveyed by a score - including staging, gesture, scenic design, machinery, theater space, performers response - as they inform our understanding of specific Baroque operas and the cultural context within which they were performed. We will focus on operas by Monteverdi, Cavalli, Purcell, Handel, Lully, Campra and Rameau, among others. Students should expect to participate in class discussions, to write short response papers, to give short oral presentations, and to write a 12 to 15 page paper that examines a Baroque opera or operas in the light of one or more performance considerations. With the prior consent of the instructor, students may submit an alternative final project, one which combines performance with some form of written work.
MUAC 4831 Prof Found-Piano Pedagogy (2 Credits)
Literature in musical aesthetics, educational philosophy, psychology; curriculum development; group teaching processes; interpretation and technique; foundations of educational research in music; practice teaching of children and adults.
MUAC 4832 Prof Found-Piano Pedagogy (2 Credits)
Literature in musical aesthetics, educational philosophy, psychology; curriculum development; group teaching processes; interpretation and technique; foundations of educational research in music; practice teaching of children and adults.
MUAC 4833 Prof Found-Piano Pedagogy (2 Credits)
Literature in musical aesthetics, educational philosophy, psychology; curriculum development; group teaching processes; interpretation and technique; foundations of educational research in music; practice teaching of children and adults.

MUAC 4837 Pedagogy and Repertoire Organ (2 Credits)
Study of teaching techniques, survey of literature and teaching materials from the 20th and 21st centuries. Prerequisite: MUAC 3740.

MUAC 4840 Piano Teaching Practicum (1 Credit)
Guided observations, lesson planning, practice teaching of students of various developmental age groups using foundations and principles developed in Piano Pedagogy.

MUAC 4841 Piano Teaching Practicum (1 Credit)
Guided observations, lesson planning, practice teaching of students of various developmental age groups using foundations and principles developed in Piano Pedagogy.

MUAC 4842 Piano Teaching Practicum (1 Credit)
Guided observations, lesson planning, practice teaching of students of various developmental age groups using foundations and principles developed in Piano Pedagogy.

MUAC 4850 Sem Piano Ped-Preschool Chld (2 Credits)
Designing piano-centered music education offerings for preschool-aged children. Prerequisites: MUAC 4831, MUAC 4832, MUAC 4833 or equivalent.

MUAC 4851 Sem Piano Ped-Elem Children (2 Credits)
Designing piano-centered music education offerings at elementary level for school-aged children. Prerequisites: MUAC 4831, MUAC 4832, MUAC 4833 or equivalent.

MUAC 4853 Sem Piano Pedagogy-Beg/Int Adt (2 Credits)
Designing piano-centered music education offerings, including college/university courses, for beginning- and intermediate-level adults. Prerequisites: MUAC 4831, MUAC 4832, MUAC 4833 or equivalent.

MUAC 4854 Sem Piano Ped-Adv Students (2 Credits)
Designing advanced piano instruction for adolescents and adults. Prerequisites: MUAC 4831, MUAC 4832, MUAC 4833 or equivalent.

MUAC 4855 Sem Piano Pedegogy-Beg/Int Adt (2 Credits)
Designing piano-centered music education offerings, including college/university courses, for beginning- and intermediate-level adults. Prerequisites: MUAC 4831, MUAC 4832, MUAC 4833 or equivalent.

MUAC 4929 Tutorials-Theoretical Subject (1-5 Credits)
Individual instruction in all areas of music theory with regularly scheduled meetings allowing students to acquire necessary skills to qualify for upper-division and/or graduate courses. Summer session only.

MUAC 4930 Conducting Tutorial (2 Credits)
Private tutorial in orchestral conducting. Open to Orchestral Conducting majors only.

MUAC 4934 Choral Pedagogy (4 Credits)
A comprehensive investigation of the art and science of choral music instruction. Students use philosophical and theoretical learning to develop a practical approach to choral music instruction. Students identify personal strengths in the area of choral music instruction as well as areas for improvement.

MUAC 4991 Independent Study (1-10 Credits)
MUAC 4992 Directed Study (1-10 Credits)
MUAC 4993 Independent Study (1-10 Credits)
MUAC 4995 Thesis Research (1-10 Credits)
MUAC 4999 Graduate Recital (1-10 Credits)
MUAC 5991 Graduate Thesis (1-10 Credits)

Music-Ensembles Courses
MUEN 3025 Ensemble Block (3 Credits)
Required for all incoming first-year music majors.

MUEN 3028 Album Combo (0-1 Credits)
The study and performance of the skills and practices of collective improvisation and composition.

MUEN 3029 Steel Drum Ensemble (0-1 Credits)
The steel drum music of Trinidad and Tobago as well as other styles of music from around the world are studied and performed by this ensemble. Participation in this ensemble does not require music notation. Participation in the ensemble is limited; therefore, students are selected by a simple audition process.

MUEN 3030 Hard Bop Combo (0-1 Credits)
The Hard Bop Combo is coached by one of our faculty of performing jazz and commercial music artists and is concerned with Hard Bop jazz repertoire and performance practices. The combo performs one concert each term on campus, one performance at Flo's Underground Jam sessions, and frequent concerts in the community and on tour. Admission is by audition.
MUEN 3031 Bebop Combo (0-1 Credits)
The Bebop Combo is coached by one of our faculty of performing jazz and commercial music artists and is concerned with Bebop jazz repertoire and performance practices. The combo performs one concert each term on campus, one performance at Flo's Underground Jam sessions, and frequent concerts in the community and on tour. Admission is by audition.

MUEN 3032 Latin Combo (0-1 Credits)
The Latin Combo is coached by one of our faculty of performing jazz and commercial music artists and is concerned with Latin jazz repertoire and performance practices. The combo performs one concert each term on campus, one performance at Flo's Underground Jam sessions, and frequent concerts in the community and on tour. Admission is by audition.

MUEN 3033 Standards Combo (0-1 Credits)
The Standards Combo is coached by one of our faculty of performing jazz and commercial music artists and is concerned with standard jazz repertoire and performance practices. The combo performs one concert each term on campus, one performance at Flo's Underground Jam sessions, and frequent concerts in the community and on tour. Admission is by audition.

MUEN 3034 Traditional Jazz Combo (0-1 Credits)
The Traditional Jazz Combo is coached by one of our faculty of performing jazz and commercial music artists and is concerned with traditional (Dixieland) jazz repertoire and performance practices. The combo performs one concert each term on campus, one performance at Flo's Underground Jam sessions, and frequent concerts in the community and on tour. Admission is by audition.

MUEN 3035 Fusion Combo (0-1 Credits)
The Fusion Combo is coached by one of our faculty of performing jazz and commercial music artists and is concerned with fusion jazz repertoire and performance practices. The combo performs one concert each term on campus, one performance at Flo's Underground Jam sessions, and frequent concerts in the community and on tour. Admission is by audition.

MUEN 3036 Commercial Music Combo (0-1 Credits)
The Commercial Music Combo is coached by one of our faculty of performing jazz and commercial music artists and is concerned with commercial music repertoire and performance practices. The combo performs one concert each term on campus and frequent concerts in the community and on tour. Admission is by audition.

MUEN 3037 Vocal Repertoire Combo (0-1 Credits)
The Vocal Repertoire Combo is coached by one of our faculty of performing jazz and commercial music artists and is concerned with vocal jazz solo repertoire and performance practices. The combo performs one concert each term on campus and frequent concerts in the community and on tour. Admission is by audition.

MUEN 3038 Vocal Jazz Combo (0-1 Credits)
The Vocal Jazz Combo is coached by one of our faculty of performing jazz and commercial music artists and is concerned with vocal jazz repertoire and performance practices. The combo performs one concert each term on campus and frequent concerts in the community and on tour. Admission is by audition.

MUEN 3039 Modal Combo (0-1 Credits)
The Modal Combo is coached by one of our faculty of performing jazz and commercial artists and is concerned with modal jazz repertoire and performance practices. The combo performs one concert each term on campus, one performance at Flo's Underground Jam sessions, and frequent concerts in the community and on tour. Admission is by audition.

MUEN 3040 Contemporary Combo (0-1 Credits)
The Contemporary Combo is coached by one of our faculty of performing jazz and commercial music artists and is concerned with contemporary jazz repertoire and performance practices. The combo performs one concert each term on campus, one performance at Flo's Underground Jam sessions, and frequent concerts in the community and on tour. Admission is by audition.

MUEN 3041 North Indian Classical Ensemble (0-1 Credits)
The arts of India are distinguished by their close interrelationship; rhythm, melody and movement are all encompassed by the term "sangeet." In keeping, DU's North Indian Classical Ensemble is dedicated to the practice of all three of these arts, through singing, rhythmic recitation and dance. Participation in this ensemble involves studying the ornate and highly refined systems of Hindustani music and Kathak dance. No prior experience is necessary; all that is required is a positive attitude and a desire to learn!

MUEN 3042 Advanced Vocal Jazz Repertoire (0-1 Credits)
This combo is intended for vocal jazz majors who have completed the first year of Vocal Jazz Repertoire and are ready to progress into more advanced repertoire, as well as composing and arranging for small group settings.

MUEN 3043 Senegalese Drum/Dance Ensemble (0-1 Credits)
This ensemble is dedicated to learning the art of sabar dance and drumming, vibrant traditions of the Wolof people of Senegal, West Africa. In Senegal, sabar drums are played exclusively by griots, a caste of hereditary musicians. Sabar drum troupes perform at a variety of events, baptisms, weddings, wrestling matches, political meetings, and neighborhood dance parties. At most of these events, dance is an essential counterpart to drumming. The drum ensemble consists of numerous parts that come together to create complex polyrhythms. Ensemble members learn various drum parts that form rhythms over which a lead drummer solos, and dance movements that accompany these drum rhythms. They also learn bakks, extended musical phrases played in unison, and songs in the Wolof language. This course may be taken multiple times. This course counts toward the Analytical Inquiry: Society and Culture requirement.
MUEN 3044 Ghanaian Drumming Ensemble (0-1 Credits)
This class provides a practical and theoretical introduction to the drumming and singing traditions of Ghana, West Africa. Through hands-on instruction and oral transmission, students learn ceremonial and recreational music styles of select ethnic groups. Assigned readings, film viewing, guided listening, and in-class discussion familiarizes students with the social and cultural meanings of the music performed in class. The course culminates in an end of the quarter concert. This course counts toward the Analytical Inquiry: Society and Culture requirement.

MUEN 3045 Flex Jazz Ensemble (0-1 Credits)
The Flex Jazz Ensemble is a modern jazz group with open-ended instrumentation. The ensemble consists of traditional jazz instruments and vocalists as well as nontraditional jazz instruments (such as double reed, French Horns, strings, etc). While there is no specific instrumentation for the ensemble, the core of the group will always be the traditional modern jazz rhythm section: piano (keys-synth), bass (acoustic and electric), drums (plus an extra percussionist as needed), and guitar (hollow body and Stratocaster-styles with the full range of pedals and gear. With the addition of non-traditional instrumentation, the ensemble reaches out to the classical side of Lamont to give those students a jazz opportunity. Along with the regular fare of programmed concerts, this ensemble also provides opportunities to other departments (theatre, creative writing, studio art, EDP, etc) to incorporate their disciplines in performances.

MUEN 3710 Opera (0-1 Credits)
Practical experience in operatic performance. One production each quarter; major production in winter quarter. This course counts toward the Analytical Inquiry: Society and Culture requirement.

MUEN 3712 Lamont Chorale (0-1 Credits)
This course counts toward the Analytical Inquiry: Society and Culture requirement.

MUEN 3720 Pioneer Pep Band (0-1 Credits)

MUEN 3740 Lamont Men’s Choir (0-1 Credits)

MUEN 3750 Modern Music Ensemble (1 Credit)
The 20th- and 21st- Centuries have produced some of the most expressive, intriguing, and diverse music ever written. In this course, students have the opportunity to prepare and perform chamber music by 20th-Century masters, as well as recent works by living composers and new pieces written for them by students. This repertoire often involved unusual combinations of instruments (potentially including strings, woodwinds, brass, percussion, plucked instruments, keyboards, vocals, and electronics), providing an opportunity for students to work in less familiar ensembles. Students may also participate in the course by conducting or composing. The course is limited to music majors who are graduate students or advanced undergraduate students. Students in their first or second undergraduate year, and music non-majors may enroll with instructor approval.

MUEN 3751 Lamont Jazz Orchestra (0-1 Credits)
This course counts toward the Analytical Inquiry: Society and Culture requirement.

MUEN 3752 Lamont Wind Ensemble (0-1 Credits)
Open to all students by audition and approval of conductor; regularly scheduled concerts. This course counts toward the Analytical Inquiry: Society and Culture requirement.

MUEN 3753 Lamont Jazz Ensemble (0-1 Credits)
Open to all students by audition and approval of director of jazz studies; regularly scheduled concerts. This course counts toward the Analytical Inquiry: Society and Culture requirement.

MUEN 3754 University Jazz Ensemble (0-1 Credits)
The study of large ensemble jazz works for non-music majors. Must have high school performance ability.

MUEN 3760 Lamont Symphony Orchestra (0-1 Credits)
The LSO generally performs six symphonic concerts and one opera each year. Students are exposed to orchestral repertoire from all periods and styles of music as well as appropriate performance practices associated with each period and style. The LSO is open to all university students by audition. However, because the course objective is to prepare students for successful professional orchestra careers, all participants are held to a very high standard and level of expectation. This course counts toward the Analytical Inquiry: Society and Culture requirement.

MUEN 3769 Organ Accompanying (0-1 Credits)
Major choral/vocal and major instrumental repertoire with organ accompaniment are studied and prepared for possible performance with chamber groups or local professional/church choirs.

MUEN 3770 Chamber Ensemble-Piano (0-1 Credits)
Small ensembles studying chamber music repertoire for various groups.

MUEN 3771 Chamber Ensemble-Accordion (0-1 Credits)
Small ensembles studying chamber music repertoire for various groups.

MUEN 3772 Chamber Ensemble-Harp (0-1 Credits)
Small ensembles studying chamber music repertoire for various groups.

MUEN 3774 Chamber Ensemble-Brass (0-1 Credits)
Small ensembles studying chamber music repertoire for various groups.

MUEN 3775 Piano Accompanying (0-1 Credits)
Small ensembles studying chamber music repertoire for various groups.
MUEN 3776 Chamber Ensemble-Percussion (0-1 Credits)
Small ensembles studying chamber music repertoire for various groups.

MUEN 3777 Chamber Ensemble-Strings (0-1 Credits)
Small ensembles studying chamber music repertoire for various groups.

MUEN 3778 Chamber Ensemble-Woodwind (0-1 Credits)
Small ensembles studying chamber music repertoire for various groups.

MUEN 3781 Chamber Ensemble-Guitar (0-2 Credits)
Small ensembles studying chamber music repertoire for various groups.

MUEN 3800 Vocal Chamber Ensemble (0-1 Credits)
A small group of outstanding singers interested in singing soloist vocal chamber music.

MUEN 3900 Lamont Women’s Chorus (0-1 Credits)
This course counts toward the Analytical Inquiry: Society and Culture requirement.

Music-Studio Lessons Courses

MUPR 3120 Alexander Technique (2 Credits)
The Alexander technique is a skill that can be incorporated into practice, performance, and everyday life. Using the principles discovered by F. Matthias Alexander, students will learn how to identify and change faulty patterns of thought and movement. Emphasis will be placed on recognizing how these patterns affect music-making in practice and performance. Lessons are individually tailored and topics may include injury recovery and prevention, pain and tension reduction, stress management, performance anxiety, freeing the breath, using the back effectively, balance, and ease of motion.

MUPR 3121 Alexander Technique (4 Credits)
The Alexander technique is a skill that can be incorporated into practice, performance, and everyday life. Using the principles discovered by F. Matthias Alexander, students will learn how to identify and change faulty patterns of thought and movement. Emphasis will be placed on recognizing how these patterns affect music-making in practice and performance. Lessons are individually tailored and topics may include injury recovery and prevention, pain and tension reduction, stress management, performance anxiety, freeing the breath, using the back effectively, balance, and ease of motion. This class is tailored to the needs of students who are experiencing pain or injury and cannot take their regular studio lesson in a given quarter.

MUPR 3350 Organ Improvisation (2 Credits)
This course is designed for students to introduce them to the art of organ improvisation, hymn and ensemble playing, as well as all possible forms of accompaniment. It is meant for undergraduate students (upper division), graduate students, and artist diploma graduates. Prerequisites: knowledge of music history, figured bass, and counterpoint. Permission of instructor required.

MUPR 4191 Jazz Piano (2 Credits)
MUPR 4195 Applied Lessons (2,4 Credits)

MUPR 4210 Piano (2 Credits)
MUPR 4230 Voice (2 Credits)
MUPR 4250 Violin (2 Credits)
MUPR 4251 Violin (2 Credits)
MUPR 4270 Violoncello (2 Credits)
MUPR 4290 Viola (2 Credits)
MUPR 4310 Bass Violin (2 Credits)
MUPR 4312 Jazz Bass (2 Credits)
MUPR 4330 Harp (2 Credits)
MUPR 4350 Organ (2 Credits)
MUPR 4370 Clarinet (2 Credits)
MUPR 4390 Flute (2 Credits)
MUPR 4460 Bassoon (2 Credits)
MUPR 4480 Trombone (2 Credits)
MUPR 4481 Jazz Trombone (2 Credits)
MUPR 4500 Trumpet (2 Credits)
MUPR 4520 Horn (2 Credits)
MUPR 4540 Euphonium (2 Credits)
MUPR 4560 Tuba (2 Credits)
MUPR 4570 Tuba (4 Credits)
MUPR 4600 Classical Guitar (0-2 Credits)
MUPR 4610 Classical Guitar (4 Credits)
MUPR 4621 Jazz Guitar (2 Credits)
MUPR 4660 Percussion (2 Credits)
MUPR 4661 Percussion Set (2 Credits)
MUPR 4671 Percussion Set (4 Credits)
MUPR 4680 Oboe (2 Credits)
MUPR 4780 Saxophone (2 Credits)
MUPR 4900 Carillon (2 Credits)
MUPR 4920 Composition (2 Credits)

One-on-one instruction for composition majors.

Philosophy

Office: Sturm Hall, Room 257
Mail Code: Sturm Hall, Room 257, 2000 E. Asbury, Denver, CO 80208
Phone: 303-871-2063
Email: philosophy@du.edu
Web Site: http://www.du.edu/philosophy

Master of Arts in Philosophy

The department of philosophy at the University of Denver offers an MA in philosophy, but only when done through the university’s flexible dual-degree program in conjunction with an MA in another approved discipline. The philosophy faculty places a strong emphasis on research and personal interaction with students. Our program is designed to meet the needs of two kinds of students — those wishing to prepare for doctoral work in philosophy and those seeking an individualized course of study with a more interdisciplinary focus. Areas of concentration include the history of Western thought, interpretive and critical theory, practical philosophy, meta-philosophy, and studies in creative and critical reasoning about human nature and values.

Proposal Process for Flexible Dual-Degree Program in Philosophy

The dean, chair, or director of each degree program and both program advisors, must carefully compare the requirements for each program and approve the proposal. The student must then submit a copy of the original requirements for each degree (printout from the unit Web site or copy from the student handbook is acceptable), and the flexible dual-degree proposal to the Office of Graduate Studies. The philosophy department will provide a coursework template for the student to include with his or her proposal. The student then submits the documents listed above to the Office of Graduate Studies, which reviews and decides on the proposals. Proposals with errors or course/program inconsistencies will be returned for revision.

Any changes to the approved program require the student to resubmit a revised proposal packet to the deans/chairs/directors and advisors of both programs and the Office of Graduate Studies.

Once the proposal is approved, the student will be entered into the university computer system as a flexible dual-degree student for the following quarter.

Need admission content.

Master of Arts in Philosophy

Degree Requirements

Coursework Requirements

45 quarter hours in philosophy (students may propose to have this amount reduced by a maximum of 10 quarter hours under appropriate circumstances as specified by the flexible dual-degree guidelines). Because philosophy is part of a flexible dual degree program, these hours are required in addition to the required hours in another approved discipline. Courses graded below a C– cannot be counted for a flexible dual degree.

PHIL 3XXX, 4XXX, or 5XXX courses 45

Total Credits 45
Non-Coursework Requirements

- A comprehensive exam over the history of Western philosophy
- A portfolio paper approved by a committee of three department faculty
- An oral defense covering both the comprehensive exam on the history of Western philosophy and the portfolio paper

Courses

PHIL 3000 Plato's Metaphysics (4 Credits)
A systematic study of Plato's Middle and Late Period Dialogues that focuses on his arguments for the existence of abstract objects and the development of Plato's theory of Forms. Prerequisite: At least Junior standing or permission of instructor.

PHIL 3003 Plato's Theory of Knowledge (4 Credits)
A systematic investigation of Plato's treatments of knowledge throughout the dialogues with a focus on the theory of recollection, Forms as objects of knowledge, the relationship between the Forms and perceptual experience, and the challenges posed by notions of true and false belief. Prerequisites: At least Junior standing or permission of instructor.

PHIL 3010 Great Thinkers: Aristotle (4 Credits)
A study of Aristotle's central theories and doctrines. Prerequisite: junior standing or instructor's permission.

PHIL 3020 Great Thinkers: Aquinas (5 Credits)
A study of Aquinas' central theories and doctrines. Prerequisite: 10 hours of philosophy at the 2000 level or permission of instructor. Cross listed with PHIL 3023.

PHIL 3023 Great Thinkers: Maimonides: Politics, Prophecy and Providence (4 Credits)
Using "The Guide for the Perplexed" as our central text, we explore the complex philosophical ideas of Moses Maimonides (1135-1204), one of the central figures in medieval philosophy and Jewish thought. Our study includes analyses of his ideas on principles of faith, human perfection, intellectual vs. "imaginational" approaches to truth, pedagogy and politics, reasons for the commandments, the nature of God and divine will, the limits of human knowledge, the mechanics of prophecy, and the parameters and implications of providence. Cross listed with RLGS 3023 and JUST 3023. Prerequisite: junior standing or instructor's permission.

PHIL 3024 Great Thinkers: Maimonides: Greek, Muslim and Christian Encounters (4 Credits)
Using the "Guide of the Perplexed" as our central text, we explore the complex philosophical ideas of Moses Maimonides (1135-1204), a central figure in the history of ideas and in the history of Jewish thought. In this course, we examine in-depth the relationship between Maimonides' core ideas and various Greek, Muslim and Christian thinkers. Topics include Aquinas and Maimonides on Negative Theology; Aristotle and Maimonides on Creation, Eternity and Providence; Maimonidean Emanation meets Plotinus, the "Theology of Aristotle", and the "Liber de Causis"; relating Maimonides' cosmological and political theories to Avicenna, al-Farabi, and Averroes. Cross listed with JUST 3024. Prerequisite: junior standing or instructor's permission.

PHIL 3050 Great Thinkers: Hume (4 Credits)
A detailed study of Hume's "radical" empiricism and its impact on contemporary analytic philosophy. Prerequisite: junior standing or instructor's permission.

PHIL 3061 Kant's Ethics/Aesthetics/Politics (4 Credits)
A study of Kant's "value theory" and its historical significance. Prerequisite: junior standing or instructor's permission.

PHIL 3062 Kant's Epistemology and Logic (4 Credits)
A study of Kant's theory of knowledge, logic and related issues. Prerequisite: junior standing or instructor's permission.

PHIL 3063 Kant on Religion (4 Credits)
A study of Immanuel Kant's major writings on religion and their subsequent influence on theology and the philosophy of religion. Prerequisite: junior standing or instructor's permission.

PHIL 3070 Great Thinkers: Hegel (4 Credits)
Hegel's "Phenomenology," later system and place in the history of modern philosophy. Prerequisite: junior standing or instructor's permission.

PHIL 3090 Great Thinkers: Heidegger (4 Credits)
Study of "Being and Time" and related essays by a major 20th-century philosopher. Prerequisite: junior standing or instructor's permission.

PHIL 3092 Great Thinkers: The Later Heidegger (4 Credits)
Study of the works of Heidegger after 1930. Prerequisite: junior standing or instructor's permission.

PHIL 3101 Great Thinkers: Kierkegaard (4 Credits)
Each year, the philosophy department offers at least two courses in great thinkers. Specific figures may vary from year to year. Cross-listed with RLGS 3102. Prerequisite: 10 hours of Philosophy at the 2000 level or permission of instructor.
PHIL 3111 Contemporary Continental Philosophy: The Figure of the Migrant (4 Credits)
The 21st century has been described as the century of “people on the move” by UNHCR High Commissioner Antonio Guterres. Some 11 million people are refugees worldwide, fleeing political violence and/or persecution at home; whole more than 20 million are internally displaced within the borders of their own countries. Accordingly, the figure of the migrant/refugee has emerged as one of the most important, if not the most important, political figures of contemporary continental philosophy. Despite differences in philosophical orientation, thinkers such as Gilles Deleuze, Judith Butler, Jacques Ranciere, Julia Kristeva, Alain Badiou, and Jacques Derrida have all written at length on the centrality of the figure of the migrant for contemporary political thought. Not only does the figure of the migrant define the people of our time, according to many of these authors, it also defines a positive political way forward. This course thus provides not only a survey of the different traditions in contemporary European philosophy over the last twenty years (post-structuralism, deconstruction, neo-classicism, post-Marxism, third-wave feminism) but also offers a thematic look at the politico-philosophical figure of the migrant and other issues related to migration (human rights, borders, camps, sovereignty, territory, nomadism, and resistance).

PHIL 3120 Metaphysics (4 Credits)
In the course of this study, we will cover a broad range of philosophical topics falling within metaphysics, philosophy of language, philosophy of science, and epistemology. Prerequisite: junior standing or instructor's permission.

PHIL 3130 Knowledge Problems (4 Credits)
Problems in the foundations and justifications of claims to knowledge. Prerequisite: junior standing or instructor's permission.

PHIL 3150 Metaphysics of Matter: Theory-Building from Science to Philosophy to Theology (4 Credits)
What is matter? How do we make sense of philosophical discussions of an “X I know not what”? Of a “nothing” which is something? Of a “pure potency” that lacks any actual characteristics? In what sense does matter mark the very limits of human theorizing, and how do theories of matter reveal differences (or similarities) between the methods of theorizing that we use in physics, metaphysics, and theology? In this course, we work to understand the metaphysics and metametaphysics of matter, focusing on a number of views of matter as well as on methodological questions of what it means to theorize about matter in (1) scientific, (2) philosophical, and (3) theological contexts. Drawing on theory ranging from ancient physics and cosmology to contemporary metaphysics, philosophy of science, and philosophy of language, we engage in close readings of ancient, medieval, and modern texts to challenge the ways we theorize about matter (and theory itself) in the history of philosophy. Requires junior standing or higher.

PHIL 3152 Philosophy Meets Mysticism: A Greek, Jewish and Islamic Neoplatonic Journey (4 Credits)
Neoplatonism is a unique genre—somewhere between philosophy and mysticism. In this course, we investigate some of the leading themes of Neoplatonism, tracing the Greek ideas of Plotinus (the third century “father of Neoplatonism”) into later Jewish and Islamic textual traditions. As part of our journey, we will investigate a host of philosophical writings, including the Theology of Aristotle and the Liber de Causis, as well as works by Plato, Plotinus, Proclus, Ibn Tufayl, Avicecenna, Isaac Israeli, Solomon Ibn Gabirol, and Abraham Ibn Ezra. Themes to be covered include emanation and creation, apophatic discourse, divine desire, the theological significance of imagination, inward reflection and the call to virtue. Prerequisite: junior standing or instructor's permission. Cross listed with JUST 3152.

PHIL 3175 Morality and the Law (4 Credits)
A systematic study of various elements of the relation between law and morality. Are we obligated to obey every law the government enacts? Why? If we do have an obligation to obey the law, are civil disobedients like Martin Luther King, Jr. justified in disobeying the law? Are immoral laws, laws at all, or must a law connect with some higher moral truth to have any authority? To what extent is it morally permissible for the law to restrict our personal freedoms? To what extent is it morally permissible for the law to enforce morality in general? If it is not permissible for the law to enforce morality, do we incur any obligation to obey the law? Prerequisite: junior standing or instructor's permission.

PHIL 3176 Advanced Topics in Philosophy of Law: Rights, Legal Institutions, and Justice (4 Credits)
A critical examination of rights claims and an exploration of how those rights claims ought to affect legal institutions. What are rights? How are they justified? How do various different rights claims conflict with each other? Does a theory or rights help provide a justified theory of criminalization? Are there any rights we have just in virtue of being human? How does the concept of human rights apply to issues such as international law, the right to life and whether human rights require a right to democracy?.

PHIL 3177 Metaethics (4 Credits)
This course systematically and critically examines the metaphysical, semantic, and epistemic issues central to the study of metaethics. Do moral properties exist? If so, how are they related to natural properties? Do moral properties exist independent of human agency, or do we construct morality? If moral properties exist, how can we come to have justified belief about them? Is it possible to know that a moral belief is true? Doesn’t the phenomenon of widespread, intractable disagreement about moral matters establish that there are no objective moral truths? Is the process of gaining scientific knowledge really that different from the process of gaining moral knowledge? Prerequisite: junior standing or instructor's permission.

PHIL 3179 Virtue Ethics (4 Credits)
Virtue ethics purportedly provides a distinct approach to moral deliberation, moral reasoning, moral decision-making, and moral justification. This course is a systematic study of the nature of virtue ethics, the nature of a virtue, and the alleged superiority of virtue ethics over its more familiar consequentialist and deontological alternatives. We also study various responses to the following questions: Have moral psychologists generated any valuable studies on the nature of virtue? What virtues ought we to endorse? At least Junior standing required or permission of the instructor.

PHIL 3180 Socratic Ethics (4 Credits)
A study of Plato's early dialogues in order to discern the ethical views of the historical Socrates. Prerequisite: junior standing or instructor's permission.
PHIL 3185 Philosophy of Action and Agency (4 Credits)
Wittgenstein once asked, "What is left over if I subtract the fact that my arm goes up from the fact that I raise my arm?" Understanding the difference between mere happening and an intentional action became central to the philosophical investigation of action and agency in the 20th century. In this course we examine this distinction and why it should matter to us. Our topics include intentional action, the causal theory of action, the metaphysics of action, agent causation, basic action, acting and trying to act, intentions, weakness of will, strength of will, and mental action. Requires junior standing or permission of instructor.

PHIL 3201 Wittgenstein, Quine, & Kripke on Necessity and a Priori Knowledge (4 Credits)
A study of Wittgenstein, Quine, and Kripke on the nature of necessity, a priori knowledge and their relation to understanding philosophy. Prerequisite: junior standing or instructor's permission.

PHIL 3210 Philosophy of Movement (4 Credits)
Everything is in motion. Yet, philosophers have consistently considered motion to be a derivative or secondary form of being. Why? What are the political and metaphysical consequences of marginalizing motion in the history of philosophy? The aim of this class is to read the history of philosophy with a unique focus on the status of movement and motion from the ancient to contemporary period.

PHIL 3215 Modern Jewish Philosophy (4 Credits)
Prerequisite: junior standing or instructor's permission. Cross listed with JUST 3215.

PHIL 3450 Phenomenology and Theology (4 Credits)
Cross listed with RLGS 3455. Prerequisite: junior standing or instructor's permission.

PHIL 3455 Philosophy and 9/11: Sovereignty in Traumatic Times (4 Credits)
Philosopher's responses to the attacks on 9/11/2001, leading into philosophical study of the connections between trauma and modern assertions of political sovereignty. Prerequisite: junior standing or instructor's permission.

PHIL 3460 Nietzsche & the Death of God (4 Credits)
This course involves an intensive reading and discussion of Friedrich Nietzsche's 'Thus Spake Zarathustra,' together with relevant associated materials, especially 'The Gay Science.' Prerequisite: junior standing or instructor's permission. Cross listed with RLGS 3460.

PHIL 3465 Derrida and Postmodernism (4 Credits)
Cross listed with RLGS 3465. Prerequisite: junior standing or instructor's permission.

PHIL 3466 Contemporary Continental Philosophy (4 Credits)
A critical study of current trends in European philosophy, focusing on such thinkers as Deleuze, Badiou, Zizek, Meillassoux, or Laruelle. Prerequisite: junior standing or instructor's permission.

PHIL 3610 Advanced Topics in Philosophy, Psychology, and Cognitive Science (4 Credits)
This course provides an advanced survey of conceptual and methodological issues that lie at the intersection of philosophy, psychology, and cognitive science. More specifically, our main goal is to engage in a critical discussion of how the study of the mind requires an interdisciplinary approach that integrates empirical findings with conceptual and philosophical theorizing. Cross listed with PSYC 3610. Prerequisites: PSYC 1001 and junior standing (or instructor approval).

PHIL 3618 Philosophy of Biology (4 Credits)
A survey of conceptual issues that lie at the intersection of biology and philosophy: the central concepts of evolutionary theory (such as natural selection, fitness, adaptation and function), the relation of biology to other "lower" sciences (can it be reduced to physics and chemistry?), whether there are genuine scientific laws in biology, and the relation between biology and other fields like cognitive science and ethics. At least Junior standing required.

PHIL 3620 Philosophical Perspectives on Economics and Social Sciences (4 Credits)
This course provides an advanced survey of conceptual and methodological issues that lie at the intersection of philosophy, economics, and the social sciences. More specifically, the main goal is to engage in a critical discussion of how sciences such as psychology, sociology, and neuroscience can challenge and modify the foundations and methodology of economic theories. The course is structured around three broad modules. After a brief introduction, we begin by discussing the emergence of rational choice theory which constitutes the foundation of classical and neoclassical economics and present some paradoxical implications of expected utility theory. The second module focuses on the relationship between economics and psychology. More specifically, we examine the emergence of behavioral economics, the study of the social, cognitive, and emotional factors on the economic decisions of individuals and institutions and their consequences for market prices, returns, and resource allocation. Finally, the third module focuses on the implications of neuroscience on decision making. We discuss some recent developments in neuroeconomics, a field of study emerged over the last few decades which seeks to ground economic theory in the study of neural mechanisms which are expressed mathematically and make behavioral predictions.

PHIL 3700 Topics in Philosophy (1-4 Credits)
Prerequisite: junior standing or instructor's permission.

PHIL 3701 Topics in Philosophy (1-4 Credits)
Prerequisite: junior standing or instructor's permission.

PHIL 3702 Topics in Philosophy (1-4 Credits)
Prerequisite: 10 hours of Philosophy at 2000 level or permission of instructor.

PHIL 3703 Topics in Philosophy (1-4 Credits)
Prerequisite: 10 hours of Philosophy at 2000 level or permission of instructor.
PHIL 3704 Topics in Philosophy (1-4 Credits)  
Prerequisite: 10 hours of Philosophy at 2000 level or permission of instructor.

PHIL 3991 Independent Study (1-8 Credits)

PHIL 3992 Directed Study (1-10 Credits)

PHIL 4991 Independent Study (1-10 Credits)

PHIL 4992 Directed Study (1-10 Credits)

PHIL 4995 Independent Research (1-10 Credits)

PHIL 5300 Philosophy Colloquium (4 Credits)

PHIL 5400 Cultural Theory Colloquium (1-5 Credits)

Religious Studies

Office: Department of Religious Studies, Room 266  
Mail Code: 2000 E. Asbury Ave., Denver, CO 80208  
Phone: 303-871-2740  
Email: rlgs@du.edu  
Web Site: http://www.du.edu/rlgs

The Department of Religious Studies offers a master of arts (MA) degree in Religious Studies and, together with the Iliff School of Theology, a doctor of philosophy (PhD) degree, as well as a graduate certificate in Religious Studies.

Why pursue an MA in Religious Studies at the University of Denver?

The Department of Religious Studies offers graduate students the opportunity to study with its distinguished faculty in a program that emphasizes breadth and depth. Religious Studies faculty members are well published and have won several distinguished teaching awards. They have served in leadership roles in national learned societies and have received grants from the National Endowment for the Humanities, the American Council of Learned Societies and the Guggenheim Foundation.

The program provides students with a substantive grounding in the major religious traditions of the world, as well as training in the discipline of religious studies. Through the areas of specialization, it provides students with the opportunity to develop a specific and scholarly expertise in one of the following particular fields of interest: Biblical Studies, Theory of Religion, International and Multicultural Studies, Philosophy of Religion, Islamic Studies and World Religions. Students can use these areas of specializations to deepen their own expertise in a particular area while preparing for thesis work or comprehensive exams.

As part of broader University mandates to support interdisciplinary work and internationalization (study and research abroad), the Department of Religious Studies expects students to embrace multiple disciplinary perspectives. It encourages students to enrich their graduate studies by taking courses in other departments and to work with faculty outside Religious Studies. For example, students in the MA program routinely take graduate-level courses in Anthropology, International Studies, Philosophy and Art History. Similarly, students in the MA program are encouraged to pursue advanced language training in the language(s) of their sub-field as well as modern research languages. Finally, the Department encourages students to study or conduct research abroad, as appropriate, and to seek external support in ways that will enhance their curriculum vitae as well as their scholarly and professional training.

Program advantages include:

• The opportunity to develop broad competencies in major religious traditions and the discipline of Religious Studies, while cultivating scholarly expertise in a particular area of specialization.
• Small classes that facilitate professor-student interaction, encouraging faculty mentoring while fostering community and collegiality with other graduate students.
• The opportunity to pursue interdisciplinary training and related interests by taking courses or working one-on-one with faculty in other University of Denver departments.
• Preparation either for doctoral work or for a professional career, with strong support from faculty and the University of Denver’s career counselors.
• Opportunities to engage with and conduct research within metropolitan Denver, a culturally and religiously diverse city with a high quality of life.
• Substantial scholarship packages, including tuition credits and research assistant positions.

What do applicants need in order to qualify for the Religious Studies MA program?

Applicants must have an undergraduate degree from an accredited college, with a minimum grade point average (GPA) of 3.0. Applicants must meet the minimum performance standard set by the Office of Graduate Studies for the Graduate Record Examination (GRE) or the Test of English as a Foreign
Language (TOEFL). Applicants must have an appropriate background in the study of the humanities. Undergraduate courses in Religious Studies are highly desirable, but all work in related areas will be taken into consideration.

Applicants must be

- Academically qualified for graduate level study
- Prepared to do coursework and conduct research that emphasizes engagement with local and global communities
- Motivated to work collegially with faculty and other students in a community of learning

What can graduates do with a MA in Religious Studies?

The MA degree in religious studies prepares students for PhD work or for teaching and careers in journalism, government, education, and nonprofit organizations in which cross-cultural analytical skills are important. The program provides broad competencies in several religious traditions, while offering students the opportunity to specialize in an area of particular interest.

Joint PhD Program in Religious and Theological Studies

A number of graduates of the Department of Religious Studies’ MA program choose to continue their doctoral studies in the Joint PhD program.

The Joint PhD Program, which the Department of Religious Studies offers in partnership with the Iliff School of Theology, is taught by distinguished faculty from the University of Denver and Iliff. The program enrolls students from across the nation and around the world. The facilities and libraries of both institutions are open to all Joint PhD students, offering considerable research and academic resources. The Joint PhD Program offers specialization in four concentrations: Biblical interpretation; religion and psychological studies; religion and social change; theology, philosophy and cultural theory. Please note that admission to the Joint Doctoral Program is a separate process, distinct from admission to the Department’s MA program. For more details, please visit the joint PhD website at www.du.edu/duilffjoint/ (http://www.du.edu/duilffjoint).

Why pursue a Graduate Certificate in Religious Studies at the University of Denver?

The graduate certificate in Religious Studies provides students with an opportunity to acquire graduate-level exposure to the academic study of religion and to several of the world’s major religious traditions. This certificate program provides students with the opportunity to:

1. develop an introductory, graduate-level understanding of two major world religious traditions;
2. to gain a grasp of pertinent theoretical approaches to the study of religion; and
3. to engage major issues in a particular religious tradition or aspect of religion.

For students currently enrolled in graduate programs in fields other than religious studies or the study of religion - such as business, international studies, law or other AHSS disciplines - this certificate will augment the competencies gained in their primary program. For students currently pursuing a career, particularly those in consulting, journalism, the law, the non-profit sector, public policy, education, human resources, faith-based institutions/organizations or other professions where a knowledge of religious beliefs, practices and values can be important, this certificate will enhance their professional credentials or expand their expertise into a new arena.

What do applicants need in order to qualify for the Religious Studies graduate certificate program?

Applicants must have an undergraduate degree from an accredited college, with a minimum grade point average (GPA) of 3.0. Applicants must meet the minimum performance standard set by the Office of Graduate Studies for the Test of English as a Foreign Language (TOEFL). Applicants must have an appropriate background in the study of the humanities. Undergraduate courses in Religious Studies are highly desirable, but all work in related areas will be taken into consideration.

Applicants must be

- Academically qualified for graduate level study
- Prepared to do coursework and conduct research that emphasizes engagement with local and global communities
- Motivated to work collegially with faculty and other students in a community of learning

Certificate in Religious Studies

Following are the simple steps to apply for graduate study in Religious Studies at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines

- Applications for graduate study in Religious Studies at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
- All online materials must be submitted, and all supplemental materials must be postmarked, by the program’s stated deadline: **February 15**, for fall admission to the master's program. Late applications will be considered but priority consideration for admission and departmental scholarships will
be given to applicants meeting the deadline. Students may apply at any time for winter, spring, and summer admission but will be considered on a space-available basis. Applications to the certificate are considered for fall, winter, and spring admission.

- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

**Course and Degree Prerequisites and Requirements**

- Proof of a bachelor’s degree is required from a regionally accredited college or university with an appropriate undergraduate background in relevant arts, humanities or social science disciplines and a minimum “B” (3.0) grade point average. Meeting this and the minimum test score standard (noted below) does not guarantee admission, but no application will be seriously considered if such standards are not met.

**Transcripts**

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
- The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
- Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, **applicants with a degree from outside of the U.S. are encouraged to apply early.** Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.
- The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.

**Test Scores**

- The GRE is not required for applicants to the certificate program.

**Language Proficiency**

- Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual for complete English language proficiency requirements.
- Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

**Personal Statement**

- A personal statement that describes your interest in religious studies and your career goals is required. The statement, of at least 300 words, should include information concerning your life, education, practical experience, special interests and specific purpose for applying to the University of Denver.

**Writing Sample**

- An academic writing sample of 3–10 pages is required. Applicants may submit all or part of a paper previously submitted for a course, or may submit another piece of written work. If submitting a section of a longer paper, please provide a brief (one paragraph) abstract (summary) of the larger work from which the excerpt is taken. The writing sample should be submitted via upload through the online application process.

**Recommendation Letters**

- Certificate applicants are required to submit one letter of recommendation that can address both academic aptitude and career goals. The letter should be solicited by the applicant and uploaded by the recommender through the online application system.

**Application Status**

- We encourage active engagement in the admission process. You can check your application status online (https://webcentral.du.edu).
Mailing Address

- Mail official transcripts and any supplemental admission materials not submitted with the online application to:
  University of Denver
  Office of Graduate Studies
  Mary Reed Building, Room 5
  2199 S. University Blvd.
  Denver, CO 80208-4802

International Applicants

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information (http://www.du.edu/learn/graduates/international/applicants.html). International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.

The Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) provides complete details regarding admission requirements.

Master of Arts in Religious Studies

Following are the simple steps to apply for graduate study in Religious Studies at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines

- Applications for graduate study in Religious Studies at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
- All online materials must be submitted, and all supplemental materials must be postmarked, by the program’s stated deadline: February 15, for fall admission to the master’s program. Late applications will be considered but priority consideration for admission and departmental scholarships will be given to applicants meeting the deadline. Students may apply at any time for winter, spring, and summer admission but will be considered on a space-available basis. Applications to the certificate are considered for fall, winter, and spring admission.
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements

- Proof of a bachelor’s degree is required from a regionally accredited college or university with an appropriate undergraduate background in relevant arts, humanities or social science disciplines and a minimum “B” (3.0) grade point average. Meeting this and the minimum test score standard (noted below) does not guarantee admission, but no application will be seriously considered if such standards are not met.

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
- The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
- Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early. Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.
- The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and Scrip-Safe.

Test Scores

- GRE General Test scores – Applicants must request that Educational Testing Services (ETS) forward results to the University of Denver Office of Graduate Studies. The institution code for the University of Denver is R4842.

Language Proficiency

- Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS
scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual for complete English language proficiency requirements.

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**Personal Statement**

- A personal statement that describes your interest in religious studies and your career goals is required. The statement, of at least 300 words, should include information concerning your life, education, practical experience, special interests and specific purpose for applying to the University of Denver. It should also include which of our six areas of specialization you would likely select, and why. The statement should be submitted via upload through the online application process.

**Writing Sample**

- An academic writing sample of 3–10 pages is required. Applicants may submit all or part of a paper previously submitted for a course, or may submit another piece of written work. If submitting a section of a longer paper, please provide a brief (one paragraph) abstract (summary) of the larger work from which the excerpt is taken. The writing sample should be submitted via upload through the online application process.

**Recommendation Letters**

- 3 Letters of Recommendation at least one of which must be written by a person who is qualified to judge your academic work. Requests are sent to your recommender via email within one business day of the submission of your online application. You will be asked to provide names and email addresses of individuals who will be writing your recommendations.

**Financial Support**

- To be considered for financial support, domestic applicants should apply early and submit the [Free Application for Federal Student Aid (FAFSA)](http://www.du.edu/financialaid/graduate) by the priority deadline, February 15.
- Information about financial aid can be found on the Office of Financial Aid website (http://www.du.edu/financialaid/graduate). International students are not eligible for federal financial aid.
- The Department of Religious Studies offers various forms of financial support to master’s students including tuition credits and scholarships. Applicants are encouraged to apply early for consideration.

**Application Status**

- We encourage you to be actively engaged in the admission process. You can check your application status.

**Mailing Address**

- Mail official transcripts and any supplemental admission materials not submitted with the online application to:

  University of Denver  
  Office of Graduate Studies  
  Mary Reed Building, Room 5  
  2199 S. University Blvd.  
  Denver, CO 80208-4802

**International Applicants**

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information (http://www.du.edu/learn/graduates/internationalapplicants.html). International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.


**Certificate in Religious Studies**

The Graduate Certificate program allows students structured flexibility, providing exposure to religious traditions through the traditions requirement, training in the discipline of religious studies with the theory requirement, and the opportunity to pursue particular interests through elective courses. The certificate requires a minimum of 24 credit hours.
Program Requirements

Coursework Requirements

Traditions
Select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLGS 3814</td>
<td>Modern Hinduism</td>
</tr>
<tr>
<td>or RLGS 3816</td>
<td>Hinduism Through Texts</td>
</tr>
<tr>
<td>RLGS 3820</td>
<td>Buddhism</td>
</tr>
<tr>
<td>RLGS 3001</td>
<td>Judaism</td>
</tr>
<tr>
<td>RLGS 3203</td>
<td>Christianity</td>
</tr>
<tr>
<td>RLGS 3500</td>
<td>Islam</td>
</tr>
</tbody>
</table>

Theory
Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLGS 3300</td>
<td>Psychology of Religion</td>
</tr>
<tr>
<td>RLGS 3452</td>
<td>Political Theology</td>
</tr>
<tr>
<td>RLGS 3760</td>
<td>Globalization and Religion: Theory and Methods</td>
</tr>
<tr>
<td>RLGS 4000</td>
<td>Theory and Methods in the Study of Religion</td>
</tr>
</tbody>
</table>

Electives
Students choose three courses from RLGS 3000-level courses

Total Credits

24

Master of Arts in Religious Studies

The MA in Religious Studies requires a minimum of 45 hours of coursework, including one theory and methods course.

Degree Requirements

Coursework Requirements

Course requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLGS 4000</td>
<td>Theory and Methods in the Study of Religion</td>
</tr>
</tbody>
</table>

Select three of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLGS 3814</td>
<td>Modern Hinduism</td>
</tr>
<tr>
<td>or RLGS 3816</td>
<td>Hinduism Through Texts</td>
</tr>
<tr>
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<tr>
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</tr>
<tr>
<td>RLGS 3203</td>
<td>Christianity</td>
</tr>
<tr>
<td>RLGS 3500</td>
<td>Islam</td>
</tr>
</tbody>
</table>

Areas of specialization
Select at least 16 hours in one of the following six areas of specialization:

Biblical Studies
Students must take in addition to the core requirements at least one course in Christianity, Judaism, and Islam plus at least one additional course in either Judaism or Christianity. Students will also be expected to meet minimum competency standards in either Hebrew or Koiné Greek.

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>RLGS 3001</td>
<td>Judaism</td>
</tr>
<tr>
<td>RLGS 3102</td>
<td>Early Judaism</td>
</tr>
<tr>
<td>RLGS 3151</td>
<td>Dead Sea Scrolls</td>
</tr>
<tr>
<td>RLGS 3318</td>
<td>Jesus on the Silver Screen</td>
</tr>
<tr>
<td>RLGS 3740</td>
<td>Bodies and Souls</td>
</tr>
<tr>
<td>RLGS 3890</td>
<td>Religion and Diaspora</td>
</tr>
<tr>
<td>RLGS 3892</td>
<td>Grant Writing as Research and Community Engagement</td>
</tr>
<tr>
<td>RLGS 4100</td>
<td>Hebrew Bible Backgrounds: Seminar in Ancient Israelite Religion</td>
</tr>
<tr>
<td>RLGS 4105</td>
<td>Understanding the Bible: Old Testament</td>
</tr>
<tr>
<td>RLGS 4122</td>
<td>Augustine on Genesis</td>
</tr>
</tbody>
</table>
### Theory of religion

Students must take approved courses in each of the three theoretical areas of the study of religion: philosophy of religion, psychology of religion, anthropology of religion. The remaining course, or courses, can be chosen from the department’s approved list of courses for the area of specialization.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>RLGS 3300</td>
<td>Psychology of Religion</td>
</tr>
<tr>
<td>RLGS 3302</td>
<td>Islamic Fundamentalism</td>
</tr>
<tr>
<td>RLGS 3315</td>
<td>Religion &amp; Moral Psychology</td>
</tr>
<tr>
<td>RLGS 3318</td>
<td>Jesus on the Silver Screen</td>
</tr>
<tr>
<td>RLGS 3350</td>
<td>Culture, Psyche, and Religion</td>
</tr>
<tr>
<td>RLGS 3370</td>
<td>Freud, Psychology, &amp; Religion</td>
</tr>
<tr>
<td>RLGS 3381</td>
<td>Religion &amp; Psychobiography</td>
</tr>
<tr>
<td>RLGS 3400</td>
<td>Philosophy of Religion</td>
</tr>
<tr>
<td>RLGS 3465</td>
<td>Derrida and Postmodernism</td>
</tr>
<tr>
<td>RLGS 3475</td>
<td>Deleuze and Semiotics</td>
</tr>
<tr>
<td>RLGS 3641</td>
<td>Religion and Race in America</td>
</tr>
<tr>
<td>RLGS 3693</td>
<td>Religion and the Media</td>
</tr>
<tr>
<td>RLGS 3707</td>
<td>Religion and Film</td>
</tr>
<tr>
<td>RLGS 3760</td>
<td>Globalization and Religion: Theory and Methods</td>
</tr>
<tr>
<td>RLGS 3813</td>
<td>Ritual</td>
</tr>
<tr>
<td>RLGS 3890</td>
<td>Religion and Diaspora</td>
</tr>
<tr>
<td>RLGS 4501</td>
<td>Intersections of Faith and Media</td>
</tr>
</tbody>
</table>

### International and multicultural studies

This specialization focuses on the role of religion within the context of the globalization process. Particular attention may be given to certain regions such as the Americas, Europe, or Asia. Students must take at least one course in a specific religious tradition beyond the core requirements as well as one course in the theory of religion that pertains to international and multicultural studies. Finally, students must take at least four hours of course work (including independent study, an internship, service learning, or field work) at a location outside North America that meet the student’s curricular and long-term professional goals. Depending on the program of study, the department may require a competency exam in a relevant language.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>RLGS 3302</td>
<td>Islamic Fundamentalism</td>
</tr>
<tr>
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<td>Culture, Psyche, and Religion</td>
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<tr>
<td>RLGS 3381</td>
<td>Religion &amp; Psychobiography</td>
</tr>
<tr>
<td>RLGS 3452</td>
<td>Political Theology</td>
</tr>
<tr>
<td>RLGS 3500</td>
<td>Islam</td>
</tr>
<tr>
<td>RLGS 3501</td>
<td>Pilgrimage in Islam</td>
</tr>
<tr>
<td>RLGS 3502</td>
<td>Contemporary Islam</td>
</tr>
<tr>
<td>RLGS 3570</td>
<td>Religion and Morality in the American Public Square</td>
</tr>
<tr>
<td>RLGS 3601</td>
<td>Religion and Culture in Vienna</td>
</tr>
<tr>
<td>RLGS 3641</td>
<td>Religion and Race in America</td>
</tr>
<tr>
<td>RLGS 3680</td>
<td>American Religious Experience</td>
</tr>
<tr>
<td>RLGS 3693</td>
<td>Religion and the Media</td>
</tr>
<tr>
<td>RLGS 3707</td>
<td>Religion and Film</td>
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<td>RLGS 3760</td>
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<td>Modern Hinduism</td>
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<tr>
<td>RLGS 3892</td>
<td>Grant Writing as Research and Community Engagement</td>
</tr>
<tr>
<td>RLGS 4501</td>
<td>Intersections of Faith and Media</td>
</tr>
<tr>
<td>RLGS 4676</td>
<td>Latino Religious Cultures: Methods and Theories</td>
</tr>
</tbody>
</table>

### Philosophy of religion
Students must take at least two courses in the theory of religion plus one course in a specific philosopher, or philosophers, from each of the two historical periods: ancient and modern (Plato to Kant), late modern and postmodern (Hegel to the present). The remaining courses can be chosen from the department’s approved list of courses for this area of specialization, and will likely involve additional courses taken in the Philosophy Department.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLGS 3023</td>
<td>Great Thinkers: Maimonides</td>
</tr>
<tr>
<td>RLGS 3192</td>
<td>Christian Classics</td>
</tr>
<tr>
<td>RLGS 3350</td>
<td>Culture, Psyche, and Religion</td>
</tr>
<tr>
<td>RLGS 3370</td>
<td>Freud, Psychology, &amp; Religion</td>
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<tr>
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<td>Philosophy of Religion</td>
</tr>
<tr>
<td>RLGS 3452</td>
<td>Political Theology</td>
</tr>
<tr>
<td>RLGS 3455</td>
<td>Phenomenology and Theology: Husserl to Marion</td>
</tr>
<tr>
<td>RLGS 3460</td>
<td>Nietzsche &amp; the Death of God</td>
</tr>
<tr>
<td>RLGS 3465</td>
<td>Derrida and Postmodernism</td>
</tr>
<tr>
<td>RLGS 3475</td>
<td>Deleuze and Semiotics</td>
</tr>
<tr>
<td>RLGS 3693</td>
<td>Religion and the Media</td>
</tr>
<tr>
<td>RLGS 4403</td>
<td>Kant's Religious Philosophy</td>
</tr>
<tr>
<td>RLGS 4501</td>
<td>Intersections of Faith and Media</td>
</tr>
</tbody>
</table>

Islamic studies

This specialization introduces students to the textual foundations of Islamic theology and legal reasoning, as well as exposing them to major issues in the development of Islamic traditions, contemporary developments, and particularly questions of reform and fundamentalism. In addition to RLGS 3500, students must take a minimum of three additional courses dealing with Islam. Students must pass a competency examination in Arabic, equivalent to two years of coursework.

<table>
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<tr>
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<td>Islamic Fundamentalism</td>
</tr>
<tr>
<td>RLGS 3500</td>
<td>Islam</td>
</tr>
<tr>
<td>RLGS 3501</td>
<td>Pilgrimage in Islam</td>
</tr>
<tr>
<td>RLGS 3502</td>
<td>Contemporary Islam</td>
</tr>
<tr>
<td>RLGS 3503</td>
<td>Quran and Hadith</td>
</tr>
</tbody>
</table>

World religions

This specialization focuses on the major world religious traditions, as well as enabling students to look comparatively at these traditions. In addition to the core requirements, students must take at least four courses in the world’s major religious traditions.

<table>
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<td>Judaism</td>
</tr>
<tr>
<td>RLGS 3102</td>
<td>Early Judaism</td>
</tr>
<tr>
<td>RLGS 3203</td>
<td>Christianity</td>
</tr>
<tr>
<td>RLGS 3204</td>
<td>Christianity in the British Isles</td>
</tr>
<tr>
<td>RLGS 3475</td>
<td>Deleuze and Semiotics</td>
</tr>
<tr>
<td>RLGS 3500</td>
<td>Islam</td>
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<td>Buddhism</td>
</tr>
<tr>
<td>RLGS 4676</td>
<td>Latino Religious Cultures: Methods and Theories</td>
</tr>
</tbody>
</table>

**Elective Credits** 13

**Total Credits** 45

Students must declare an area of specialization after completing 32 hours of course work.
Non-Coursework Requirements

In order to complete the MA degree, students must revise a research paper into a journal article, write a thesis, pass a set of comprehensive examinations, or complete a substantive research project.

- **Journal Article Track**: To be eligible for the journal article, students must have a 3.5 GPA; to be eligible for the thesis option, students must have a minimum 3.3 GPA. Students pursuing the journal article option will research religious studies journals and select an appropriate target journal with their advisor’s approval. They will expand a course research paper into an article appropriate for the selected journal.

- **Thesis Track**: Students pursuing the thesis option will expand a course research paper into a graduate thesis of 50-60 pages. Both the article and the thesis should allow students to make an original contribution to the field of religious studies, as well as to demonstrate a mastery of relevant theories and background literature.

- **Comprehensive Exam Track**: The comprehensive examination will consist of three written exams over two successive days. Exam questions will deal respectively with two of the five major religious traditions (one drawn from Judaism, Christianity or Islam; one drawn from either Buddhism or Hinduism) and the theory of religion. General bibliographies for the exams, on which the student will be tested, must be worked out with the instructor administering the exam.

- **Project Track**: Students pursuing the project option will develop a project that will allow them to make an original contribution to the field of applied religious studies. It may take several forms but should include a substantive written component and a formal presentation.

Please note that all completion option defenses may only be scheduled during the regular academic year: Fall, winter or spring Quarters.

The Department of Religious Studies allows graduate students to transfer up to 10 hours of previous graduate course work from another institution or another department at the University during the first quarter of the student’s admission to the program. The transfer must be approved by the department as well as by the Office of Graduate Studies. Similarly, the Department allows students to earn waivers for the traditions requirements by submitting syllabi from similar courses taken at the undergraduate level.

Students may also take up to 15 hours in independent study outside the regular course listings of the Department of Religious Studies. These hours may include courses outside the Department as well.

In order for a course to fulfill degree requirements, students must earn a B- or better. The minimum grade for any elective course taken for the degree is a C.

Courses

**RLGS 3001 Judaism (4 Credits)**
A literary and historical journey through Judaism. This course examines the "Jewish story" from its roots to its modern-day manifestations, focusing on select, classic Jewish texts in their historical contexts. From them, students explore Jewish tradition and practice and actively engage with and in the vivid interpretive imagination of the authors of Judaism throughout the ages. Cross listed with JUST 3001.

**RLGS 3023 Great Thinkers: Maimonides (4 Credits)**
Using "The Guide for the Perplexed" as our central text, we explore the complex philosophical ideas of Moses Maimonides (1135-1204), one of the central figures in medieval philosophy and Jewish thought. Our study includes analyses of his ideas on principles of faith, human perfection, intellectual vs. "imagination" approaches to truth, pedagogy and politics, reasons for the commandments, the nature of God and divine will, the limits of human knowledge, the mechanics of prophecy, and the parameters and implications of providence. Cross listed with PHIL 3023 and JUST 3023. Prerequisite: junior standing or instructor's permission.

**RLGS 3102 Early Judaism (4 Credits)**
This course traces the development of Judaism in history and literature from the Babylonian Exile and the end of the biblical period through the origins of Rabbinic Judaism and the completion of the Babylonian Talmud (c. 650 CE). However, special emphasis is placed on Jewish culture in the late Second Temple period (c. 200 BCE to 100 CE) and its impact on the early Christian movement, including Jewish literature from the time of Jesus, lost texts of the Bible, new evidence from the Dead Sea Scrolls, and the few surviving historical sources of the Second Temple Period. In addition, students analyze how the Bible came to be and understand how sacred texts and their interpretations eventually became the new center of both Judaism and Christianity. Cross listed with JUST 3102.

**RLGS 3151 Dead Sea Scrolls (4 Credits)**
The Dead Sea Scrolls represent one of the greatest manuscript finds of the twentieth century and have been said to be the most important discovery in biblical archaeology. These scrolls offer a rare window into early Judaism and Christianity and offer us the earliest and most important witnesses to the (Hebrew) Bible. This course covers the Dead Sea Scrolls in their historical, literary and religious context in English translation, together with relevant scholarly research. Cross listed with JUST 3151.

**RLGS 3192 Christian Classics (4 Credits)**
Reading and discussion of influential historic books pertaining to Christian life and devotion.

**RLGS 3203 Christianity (4 Credits)**
This is an introductory course about the Christian religion, with a substantial component devoted to experiential learning. The primary goal of the course is to acquaint students with the richness, dynamism and diversity of one of the world's largest and most influential religious traditions. Even those students who have some general knowledge of Christianity benefit from the disciplined approach of the academic study of religion.
RLGS 3204 Christianity in the British Isles (4 Credits)
It is the contention of this course that Christianity in the British Isles constitutes a singular chapter in the history of the religion and must be approached and appreciated as such. The circumstances surrounding Christianity's introduction to Britain--as documented by the Venerable Bede in his Ecclesiastical History of the English People--presaged a destiny for the English Church that would be “peculiar.” With decidedly Roman sympathies, Bede’s reforming agenda is presented as historical fait accompli. The narrative nevertheless bears witness to the vibrant and resilient character of Celtic spirituality. Although Henry VIII officially brought the Protestant Reformation to England from the Continent in the 1530s when he severed the English Church from the Papacy, the extent to which the Reformation in England was ever as theologically “Protestant” as it was in Europe is open to debate. The Oxford movement--at once reforming and catholicizing--would otherwise seem incongruous were that not the case. Indeed, as we shall see, the notion of semper reformanda ecclesia is, perhaps, most suited to this geographical context. Not surprisingly, playwrights, novelists, and filmmakers have found no little inspiration in Anglican reform’s concomitant turmoil and intrigue.

RLGS 3212 Development of the New Testament: The Evolution and Transmission of Christian Scripture (4 Credits)
Using a variety of critical methods, this course explores the social, political, and religious influences that shaped the New Testament as it was written, copied, edited, canonized, and translated into its current forms. Students will perform a variety of exercises in class to illustrate the complicated process by which the New Testament was formed.

RLGS 3300 Psychology of Religion (4 Credits)
Beliefs, feelings and actions representing human religious response of experience; function of religion in individual life.

RLGS 3302 Islamic Fundamentalism (4 Credits)
This writing-intensive course introduces students to the history and scope of fundamentalist movements in the Muslim world, focusing on the Middle East. Beginning with a look at the internal traditions of renewal and reform built around the idea of a return to the fundaments or origins of Islam, the course examines the rise of major movements from the 1700s to the present. Students will engage with key questions, including the following: What distinguishes fundamentalism from radicalism? How do Sunni and Shi fundamentalisms differ? What roles have these movements played in politics and society, and how might these evolve in the future? How might policy makers and others best approach fundamentalist groups? A basic knowledge of Islam is assumed; students wishing to enroll without this background knowledge will be provided supplementary readings.

RLGS 3315 Religion & Moral Psychology (4 Credits)
Philosophical foundations and research strategies of psychological studies of moral thought; Aristotelian, Kantian and utilitarian thought included, as well as religious dimensions of morality.

RLGS 3318 Jesus on the Silver Screen (4 Credits)
First and foremost, this is a course in religious studies. It is a course about Jesus, a religious reformer of late ancient Judaism whose movement, by the end of the first century of the Common Era, gave rise to an identifiably separate tradition. It is a course about New Testament portrayals of Jesus in the Gospels. It is a course about contemporary, historical research on the figure of Jesus. It is also a course about film and cinematography, about reading film critically as a “text,” and, in this context, the way in which film “translates” or “transforms” Jesus into another medium. Finally, it is a course about how Jesus films serve to convey modern cultural assumptions.

RLGS 3350 Culture, Psyche, and Religion (4 Credits)

RLGS 3370 Freud, Psychology, & Religion (4 Credits)
Readings, discussion, and papers help students learn about the life, intellectual and social environment, and clinical and theoretical work of Sigmund Freud. Attention is given to the influence of Freud's work on the understanding of religion at the beginning of the 21st century.

RLGS 3381 Religion & Psychobiography (4 Credits)
Use of different psychological theories to understand life and religious experience of individuals known through historical records.

RLGS 3400 Philosophy of Religion (4 Credits)
Inquiries into nature of religion, religious experience, language, methods of thinking.

RLGS 3452 Political Theology (4 Credits)
A general inquiry, focusing on the modern and postmodern eras, into various forms of philosophical reflection on the relationship between religion and political theory. Survey of the seminal ideas of such major thinkers as Kant, Hegel, Schmidt, Strauss, Derrida, Agamben, Asad, and Žižek.

RLGS 3455 Phenomenology and Theology: Husserl to Marion (4 Credits)
The implications of phenomenology for theology and the issue of theology in relation to phenomenology. The course starts with a reading of Husserl and 19th century efforts to chart a “phenomenology of religion” in the work of Otto. It also explores the ideas of later figures such as Heidegger, Merleau-Ponty, Henry, Nancy, and Marion. Junior standing required or permission of the instructor. Cross listed with PHIL 3450.

RLGS 3460 Nietzsche & the Death of God (4 Credits)
This course will involve an intensive reading and discussion of Friedrich Nietzsche’s ‘Thus Spake Zarathustra,’ together with relevant associated materials, especially ‘The Gay Science.’ Cross listed with PHIL 3460.

RLGS 3465 Derrida and Postmodernism (4 Credits)
Cross listed with PHIL 3465.
RLGS 3475 Deleuze and Semiotics (4 Credits)
Examines the development of the thought of the famous French postmodern thinker Gilles Deleuze with special attention to his cultural and semiotic theory to the degree that it is relevant to the philosophy of religion. The course also investigates how Deleuze's work has shaped, and is beginning to push in new directions, contemporary postmodern philosophy. Prerequisites: must be at least junior standing and have completed at least two undergraduate courses in philosophy.

RLGS 3500 Islam (4 Credits)
Introduction to the history, faith, practice, culture(s), and politics of Islam, starting with the Judeo-Christian Near Eastern context in which it emerged and tracing its theological development and geographic spread around the world. Proceeding thematically along a broad historical frame, the course ends with an examination of the numerous, often competing, trends in contemporary Muslim communities.

RLGS 3501 Pilgrimage in Islam (4 Credits)
Introduction to the ideas and practices of pilgrimage in Islam, focusing on the hajj as Islam’s paradigmatic form of pilgrimage and the one to which all others are compared, but also considering other local or “lesser” pilgrimages, often known as ziyarat or visits. The course excavates the history of the practice of pilgrimage, situating it within the social, political, economic and cultural contexts that have helped frame Muslims’ understandings of the spiritual and social meanings of various kinds of pilgrimages at different times and places across the Muslim world. The course includes consideration of the hajj experiences of non-Arab Muslims through documentary and news programs, investigates contemporary re-thinkings of the meaning of “hajj”, and reflects on the key geo-political and religio-political issues that may surround Muslim pilgrimage in the 21st century.

RLGS 3502 Contemporary Islam (4 Credits)
This course introduces students to contemporary Islam. After a historical overview, the course looks thematically at different spheres of Muslim life. It considers changes that relate to political systems and forms of governance, styles of education, labor and professional work, changes in daily life habits such as timing and organization, changes in gender relations, and changes in religious authority. It also pays attention to the ways in which faith and practice are articulated through cultural practices like pop music and film.

RLGS 3503 Quran and Hadith (4 Credits)
This writing-intensive course introduces students to the key texts of Islam—the Qur’an and hadith—including their origins and meaning as well as how they have been interpreted by Muslims over time, and focusing as well on case studies that highlight issues of crucial relevance for today and the future.

RLGS 3570 Religion and Morality in the American Public Square (4 Credits)
Close focus on one or two moral issues in which religion is drawn into public debate in the contemporary U.S. Observation of the debate first hand at demonstrations, town meetings, and discussion groups, etc. Analysis of these observations is facilitated by readings on the subject and class discussion.

RLGS 3601 Religion and Culture in Vienna (4 Credits)
This course focuses on the cultural, religious and intellectual history of the city of Vienna as the hub of culture for Central Europe during the 19th and 20th centuries with special attention to the arts, philosophy, psychoanalysis, and the critique of Christianity. This course examines how religious past, particularly the influence of Judaism, shaped its rich cultural heritage and the birth of modernism. A special segment of the course is devoted to the Nazi period and the Holocaust, including a study of the resistance of religious groups. The course concludes with a history of the post-Nazi period with attention to the development of Vienna as the center of internation diplomacy and theories of globalization. The class combines lectures and online discussions with site visits to major cultural and historical sites as well as research centers around the city. The first week of the course is online.

RLGS 3604 Faith & Ethics-Religion Biography (4 Credits)
Modes of reconciling private (faith) and public (ethics) in thought and careers of selected modern individuals.

RLGS 3641 Religion and Race in America (4 Credits)
Explores the relationship between racism and religious activism by focusing on the biographies of activists.

RLGS 3660 American Religious Experience (4 Credits)

RLGS 3693 Religion and the Media (4 Credits)
Interactions between religion and all forms of communications media in American life.

RLGS 3701 Topics in Religious Studies (1-4 Credits)
An exploration of various topics and issues related to the academic study of religion. The subject matter of the course varies and may be taught by the regular faculty of the department or a visiting scholar. Some offerings may include a travel component.

RLGS 3707 Religion and Film (4 Credits)
Understanding religion requires us to take culture seriously. In doing so, we must consider products of culture, including popular culture. This course engages both classic and more recent films as “texts” to be analyzed, not as mere entertainments or diversions. We focus not only on those films that identify themselves explicitly as “religious” or reflect a particular religious tradition, but also moved that render the subject more obliquely, which reveal – via image and sound – religion as a complex human activity.

RLGS 3740 Bodies and Souls (4 Credits)
This course examines the unique place of the body in biblical religion. We ask how the Bible and its interpreters have shaped current views on sex and the gendered body in Western society. How has the Bible been (mis)used in relation to current understandings of the physical body? Is the saying that a “human” does not have a body, but is a body as true for the Hebrew Bible as the Christian New Testament? How have Judaism and Christianity (de)valued sexuality, procreation, and celibacy? How do the biblical traditions shape our modern opinions about the ideal physical body and body modifications? How can we understand “out-of-body” experiences and notions of death and afterlife in Western religion? Students are encouraged to interpret the Bible and their own beliefs from a uniquely embodied perspective. Cross listed with GWST 3740, JUST 3740.
RLGS 3760 Globalization and Religion: Theory and Methods (4 Credits)
This course explores how religious movements around the world both affect, and are affected by, the process of globalization. A major segment of the course is devoted to various theories of globalization and how they account for the increasingly important role of religion. Focus is largely on the relationship between Christianity, Judaism, and Islam.

RLGS 3813 Ritual (4 Credits)
Classical and contemporary theories about the meaning, functions, and processes of ritual, and its relationship to "religion.

RLGS 3814 Modern Hinduism (4 Credits)
Doctrines, practices and history of South Asian Hinduism; conceptions of Gods and gods; image worship and temples; and the influences of caste and gender on the experience of Hinduism. Cross listed with RLGS 3814.

RLGS 3816 Hinduism Through Texts (4 Credits)
History of ancient and medieval Hinduism, viewed through the lens of religious texts. Cross listed with ASIA 2706.

RLGS 3820 Buddhism (4 Credits)
Buddhist life and thought from origins to present in India, Tibet, Japan and China. Cross listed with ASIA 2704.

RLGS 3830 Buddhist Lives (4 Credits)
This course explores the literary canon of Buddhist life stories across time, traditions and cultures. Cross-listed with ASIA 3830.

RLGS 3890 Religion and Diaspora (4 Credits)
When forced to leave a homeland, displaced communities frequently turn to religion to maintain identity and adapt to--or resist--new surrounding culture(s). This course examines the role of religion and identity in three Jewish and Christian communities living in diaspora and poses questions such as the following: What is the relationship between religion and (home)land? How have the biblical themes of exodus, diaspora, promise and restoration been applied to contemporary experiences? And how have our American stories been interpreted through the lens of the Bible? As part of the service learning component, students have the opportunity to work with religious and immigrant aid organizations in the Denver community. Cross listed with JUST 3890.

RLGS 3891 Justice: A Biblical Perspective (4 Credits)
This is a service learning course designed for religious studies undergraduate majors, though non-majors are welcome to enroll. Cross listed with JUST 3891.

RLGS 3892 Grant Writing as Research and Community Engagement (4 Credits)
This service learning / community engagement course introduces student to non-profit work and to scholarship on non-profit activities. It connects students with community partners, continuing the department's commitment to experiential learning and to engagement with living faith communities. Students spend course time discussing scholarly research on grant writing and non-profit grant support and discussing logistical and other issues related to their service learning placements. This course is intended to help provide M.A. students with arenas for future research, including possible thesis topics, while also offering a unique practical opportunity for professional development. Experience in forming a 501(c)3 corporation and writing grant proposals will be an asset for students planning to work in non-profits as well as for those continuing on to doctoral work.

RLGS 3991 Independent Study (1-10 Credits)
RLGS 3992 Directed Study (1-10 Credits)
RLGS 3995 Independent Research (1-10 Credits)
RLGS 4000 Theory and Methods in the Study of Religion (4 Credits)
This course begins with a brief overview of the history of the study of religion in the west, from antiquity to the modern period. When it reaches the modern period, the course shifts to considering "representative" theories of religion, broken down roughly along ideological and/or disciplinary lines.

RLGS 4010 Pedagogy & Teaching of Religion (4 Credits)
RLGS 4050 History of Islam (4 Credits)
RLGS 4090 Dissertation Proposal Seminar (4-5 Credits)
RLGS 4100 Hebrew Bible Backgrounds: Seminar in Ancient Israelite Religion (4 Credits)
This course is designed to train the student in the method and means of engaging in archeo-historical study of the Hebrew Bible. The content of this course focuses on ancient Israelite religion in Iron Age Palestine, particularly on emergent ideas about God (‘El) and the development and evolution of the priesthood. Cross listed with JUST 4100.

RLGS 4105 Understanding the Bible: Old Testament (4 Credits)
RLGS 4119 Ph.D. Colloquium: Biblical Interpretations (4 Credits)
RLGS 4122 Augustine on Genesis (4 Credits)
RLGS 4130 Prophets of Israel (4 Credits)
RLGS 4150 Biblical Aramaic (4 Credits)
Reading seminar in Biblical Aramaic. This course focuses on the vocabulary, syntax and expression of Aramaic in the Bible as well as in some related post-biblical texts (Targums, Dead Sea Scrolls, etc.).

RLGS 4191 Early Christian Old Testament Interpretations (4 Credits)
RLGS 4402 Plato: Postmodern Perspective (4 Credits)
RLGS 4403 Kant's Religious Philosophy (5 Credits)
RLGS 4404 PhD Tutorial (1-10 Credits)

RLGS 4501 Intersections of Faith and Media (4 Credits)
Using Islam and Muslim communities as case studies, this course examines the intersections between faith communities and media in the 20th and 21st centuries, looking at religious approaches to and use of print, radio, recorded voice and music, television, film, and the Internet.

RLGS 4676 Latino Religious Cultures: Methods and Theories (4 Credits)
A survey of the freshest texts, methods, and theories for the study of religiosity among Latinos in the United States.

RLGS 4980 Internship (1-4 Credits)
Designed to provide masters students with valuable experience in non-profit, educational, faith-based, governmental, and related organizations. It helps students translate the knowledge and analytical skills learned in Religious Studies courses into a professional context, while exploring potential career paths and professional opportunities. Students interested in pursuing an internship must meet with the Undergraduate Advisor at the start of the previous quarter to discuss internship goals and identify potential placements. Students meet weekly with a faculty supervisor to monitor their internship experience, and complete the internship by writing a reflective essay. For MA students only.

RLGS 4981 Internship in Religious Community (1-4 Credits)

RLGS 4982 Internship in Religious Community (1-4 Credits)

RLGS 4983 Internship in Religious Community (1-4 Credits)

RLGS 4991 Independent Study (1-10 Credits)

RLGS 4992 Directed Study (1-10 Credits)

RLGS 4995 Independent Research (1-10 Credits)

RLGS 5101 Ph.D. Colloquium: Biblical Interpretations (4 Credits)

RLGS 5110 Hebrew Bible Seminar I (4 Credits)

RLGS 5111 Hebrew Bible Seminar II (4 Credits)

RLGS 5112 Hebrew Bible Seminar III (4 Credits)

RLGS 5113 New Testament Seminar I (4 Credits)

RLGS 5114 New Testament Seminar II (4 Credits)

RLGS 5115 New Testament Seminar III (4 Credits)

RLGS 5301 Colloquium: Religion and Psychological Study (4 Credits)
The course serves two main functions: (1) to gather the students and faculty of the Religion and Psychological Studies concentration of the Joint Ph.D. Program to share research and examine trends in the field and (2) to study a topic of importance to the field, be it historical, contemporary, related to a cognate field, or oriented toward a sub-specialty. Students must be in a doctoral program in order to register.

RLGS 5601 Ph.D. Colloquium: Religion & Social Change (1 Credit)

RLGS 5980 Internship (1-4 Credits)
Designed to provide doctoral students with valuable experience in non-profit, educational, faith-based, governmental, and related organizations. It helps students translate the knowledge and analytical skills learned in Religious Studies courses into a professional context, while exploring potential career paths and professional opportunities. Students interested in pursuing an internship must meet with the Undergraduate Advisor at the start of the previous quarter to discuss internship goals and identify potential placements. Students meet weekly with a faculty supervisor to monitor their internship experience, and complete the internship by writing a reflective essay. For PhD students only.

RLGS 5991 Independent Study (0-10 Credits)

RLGS 5995 Independent Research (1-10 Credits)

School of Art and Art History

Office: Shwayder Art Building
Mail Code: 2121 E. Asbury Ave., Denver, CO 80208
Phone: 303-871-2846 or 800-876-3323
Email: saah-interest@du.edu
Web Site: http://du.edu/art

The School of Art and Art History offers two tracks in our Art History MA degree program: Art History and Art History with a Museum Studies concentration. Our program of about 20 students emphasizes a collegial student-faculty atmosphere. The Art History program offers courses in most areas of world art, with special emphasis on the arts of Europe and the Americas and global contemporary art. In addition to our own Vicki Myhren Gallery, our partnership with the Denver Art Museum provides opportunities for museum internships and exhibition-based courses.
Our graduates are competitive in sought-after positions. Some go on to doctoral studies in the United States or overseas; others hold respected jobs at distinguished art museums or take the road less traveled, entering careers with art-related nonprofit organizations.

At the School of Art and Art History we offer many advantages, including:

- small classes and personal attention
- in-depth training in Art History and research methods
- an on-site art gallery
- practical museum training
- museum internships in local and national institutions
- a strong alumni network
- vibrant and diverse cultural activities in Denver

**Master of Arts in Art History / Master of arts in art history with concentration in museum studies**

Following are the simple steps to apply for graduate study in the School of Art and Art History at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

**Apply Online / Application Deadlines**

- Applications for graduate study in the School of Art and Art History at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
- For priority consideration, all online materials must be submitted, and all supplemental materials must be postmarked, by the program’s stated deadline: **January 31**, for Fall quarter. After the priority deadline, applications are considered on a rolling basis for Fall admission.
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

**Course and Degree Prerequisites and Requirements**

- Proof of a bachelor’s degree is required from a regionally accredited college or university.

**Transcripts**

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
- The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
- Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are **encouraged to apply early**. Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.
- The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/ American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.

**Test Scores**

- The Graduate Record Examination (GRE) is required. Applicants are generally required to demonstrate a 153 on the GRE verbal section and 4.0 on the writing section. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. The institution code for the University of Denver is 4842.

**Language Proficiency**

- Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual for complete English language proficiency requirements.
- Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.
Personal Statement
• A personal statement including relevant information concerning your education, practical experience, special interests, goals and specific purpose for applying to the MA program in the School of Art and Art History is required. The statement should be submitted via upload through the online application process.

Writing Sample: Research Paper
• A research paper, preferably an Art History research paper, is required. A paper demonstrating the applicant’s research and writing abilities and the applicant’s strengths in discussing images and art historical issues is most helpful. This should be submitted via upload through the online application process.

Recommendation Letters
• Three letters of recommendation are required. Letters from individuals familiar with the applicant’s research and writing skills are particularly useful. These letters should be solicited and uploaded by those recommending through the online application system. Letters must be received by the program’s stated deadline.

Financial Support
• To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.
• Information about financial aid can be found on the Office of Financial Aid website (http://www.du.edu/financialaid/graduate). International students are not eligible for federal financial aid.
• The School of Art and Art History student can be considered for two types of financial aid: departmental financial aid, primarily merit-based aid such as graduate dean’s tuition scholarships and graduate teaching assistantships; and, federal financial aid including student loans and work study.

Application Status
• We encourage you to be actively engaged in the admission process. You can check your application status online (https://webcentral.du.edu).

Mailing Address
• Mail official transcripts and any supplemental admission materials not submitted with the online application to:
  University of Denver
  Office of Graduate Studies
  Mary Reed Building, Room 5
  2199 S. University Blvd.
  Denver, CO 80208-4802

International Applicants
• For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information (http://www.du.edu/learn/graduates/internationalapplicants.html). International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.

The Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) provides complete details regarding admission requirements.

Master of Arts in Art History

Degree requirements

Coursework requirements

<table>
<thead>
<tr>
<th>Core coursework requirements</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete all of the following courses:</td>
<td></td>
</tr>
<tr>
<td>ARTH 4301</td>
<td>Seminar in Art History Methods</td>
</tr>
<tr>
<td>ARTH 4302</td>
<td>Research Practicum</td>
</tr>
<tr>
<td>ARTH 4995</td>
<td>Master’s Research Paper</td>
</tr>
<tr>
<td>Art History courses</td>
<td>32</td>
</tr>
<tr>
<td>Complete an additional 32 credits in ARHI courses</td>
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</tr>
<tr>
<td>Art History seminars</td>
<td>12</td>
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<tr>
<td>Complete an additional 12 credits in ARHI seminars</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>56</td>
</tr>
</tbody>
</table>
Minimum credits required for degree: 56 credits

Non-coursework requirements:
- Qualifying Examination
- Language Requirement
- Comprehensive Examination
- Master's Research Paper

Qualifying Examination

A qualifying examination is used by the faculty to determine the newly admitted student’s strengths and weaknesses and to facilitate program planning. The exam is normally taken on the Friday before the first week of classes.

Language Requirement

Demonstration of reading proficiency in one modern foreign language is required for all MA candidates. An exam is offered each quarter by the Department of Languages and Literatures, or the student may take the fourth semester (or sixth quarter) of a college language course and receive a grade of B+ or better to demonstrate reading proficiency. A language should be chosen, in consultation with the graduate adviser, that supports the student’s research interests and career plans, keeping in mind that some PhD programs still require French and German. This requirement must be met before the student advances to candidacy.

Comprehensive Examination

The comprehensive examination is designed to evaluate the student’s retention and synthesis of Art History course work taken at the University of Denver. Students are encouraged to take the test as soon as possible after the final quarter in which they are enrolled in course work. Planning for this examination takes place under supervision of the graduate adviser.

Master's Research Paper

MA degree students are required to write a research paper of publishable quality. Although work on the master’s research paper should not begin prior to completion of the language requirement, students often choose subjects on which they have already conducted some research during prior seminars or lecture classes. Guidelines should be obtained from the School of Art and Art History.

Master of Arts in Art History with a Concentration in Museum Studies

Degree requirements

Coursework requirements

<table>
<thead>
<tr>
<th>Core coursework requirements</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 4301 Seminar in Art History Methods</td>
<td></td>
</tr>
<tr>
<td>ARTH 4302 Research Practicum</td>
<td></td>
</tr>
<tr>
<td>ARTH 4651 Museum Methods and Principles (required)</td>
<td></td>
</tr>
<tr>
<td>ARTH 4995 Master’s Research Paper</td>
<td></td>
</tr>
<tr>
<td>Art History courses</td>
<td>16</td>
</tr>
<tr>
<td>Complete an additional 16 credits in ARHI courses</td>
<td></td>
</tr>
<tr>
<td>Art History seminars</td>
<td>8</td>
</tr>
<tr>
<td>Complete an additional 8 credits in ARHI seminar courses</td>
<td></td>
</tr>
<tr>
<td>Museum Studies courses</td>
<td>16</td>
</tr>
<tr>
<td>Complete an additional 16 credits in museum studies courses</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 56

Minimum number of credits required for degree: 56 credits

Non-coursework requirements:
- Qualifying Examination
- Language Requirement
- Comprehensive Examination
- Master's Research Paper

Qualifying Examination
A qualifying examination is used by the faculty to determine the newly admitted student’s strengths and weaknesses and to facilitate program planning. The exam is normally taken on the Friday before the first week of classes.

Language Requirement

Demonstration of reading proficiency in one modern foreign language is required for all MA candidates. An exam is offered each quarter by the Department of Languages and Literatures, or the student may take the fourth semester (or sixth quarter) of a college language course and receive a grade of B+ or better to demonstrate reading proficiency. A language should be chosen, in consultation with the graduate adviser, that supports the student’s research interests and career plans, keeping in mind that some PhD programs still require French and German. This requirement must be met before the student advances to candidacy.

Comprehensive Examination

The comprehensive examination is designed to evaluate the student’s retention and synthesis of Art History course work taken at the University of Denver. Students are encouraged to take the test as soon as possible after the final quarter in which they are enrolled in course work. Planning for this examination takes place under supervision of the graduate adviser.

Master’s Research Paper

MA degree students are required to write a research paper of publishable quality. Although work on the master’s research paper should not begin prior to completion of the language requirement, students often choose subjects on which they have already conducted some research during prior seminars or lecture classes. Guidelines should be obtained from the School of Art and Art History.

Courses

ARTH 3556 Curatorial Practicum (4 Credits)
Students will work in curatorial teams to plan and execute an effective exhibition of contemporary art. This process may include choosing a theme and selecting works of art, researching artists and themes, budgets, scheduling, developing an exhibition checklist, modeling the gallery, visual exhibition design, conservation and collections management factors, shipping, installation, educational outreach to the public, publicity and other issues related to exhibition planning.

ARTH 3661 Learning in Museums (4 Credits)

ARTH 3701 Topics in Art History (1-4 Credits)
Selected themes and topics from the history of art. Content changes and course may be repeated to a maximum of 12 credits.

ARTH 3813 Arts of the American West (4 Credits)
This course covers a wide range of art objects and styles from the 17th century to the present in the West of the United States, from buffalo robe paintings and baskets to cowboy art and contemporary abstract landscapes. Particular attention is paid to the diversity of art traditions—Native American, Spanish and Mexican, European, Asian and Latin American—as they converge in this geographic space.

ARTH 3815 American Art and Religion (4 Credits)
This class examines sacred art forms, as well as art that documented or commented upon religious experience in the U.S., from the 17th century to the present. In includes fine, decorative, and popular arts as well as architecture, in slide-lecture-discussions and field trips. The diversity of religious experience and spirituality in American art is emphasized.

ARTH 3817 Gothic Art (4 Credits)
This course examines the art of the Late Middle Ages in Europe, from roughly 1140 to 1400. Gothic architecture, sculpture, painting, stained glass and the sumptuous arts (metal, textiles) are examined within their broader social, political and religious contexts. Particular attention is paid to the Gothic Cathedral - that quintessential window into the medieval world—its beliefs, aspirations, social and political realities.

ARTH 3818 Art of Renaissance Europe (4 Credits)
This course provides an examination of the artistic cultures in Europe during the Renaissance (15th and 16th centuries). Depending upon the quarter, this course will be a general survey of European art during the Renaissance or a more focused exploration of a sub-period, such as painting in fifteenth-century Italy. Chronological and geographic factors determine the overall theme and structure of the course. Students gain both a sound knowledge of key artistic monuments of the period, as well as a conceptual framework according to which they may organize their knowledge. This class may be repeated for a maximum of 8 credits.

ARTH 3822 Northern Renaissance Art (4 Credits)
This course explores the dramatic developments in the arts (particularly panel painting, manuscript illumination and sculpture) in Northern Europe from around 1350 to 1550. From lavishly decorated Books of Hours and the development of stunningly naturalistic oil paintings on panel in the early 15th century through the development of printing and the rise of self-portraiture, genre and landscape depictions, this class traces the important role played by Dutch, Flemish, German and French artists in the transition from late medieval to early modern artistic forms and practices. The role of art in shaping and expressing religious, civic, political and economic concepts are explored, as well as the rise of the social and intellectual standing of the artist. Among the artists examined include Jan van Eyck, Rogier van der Weyden, Albrecht Dürer, Hieronymus Bosch and Pieter Bruegel the Elder.
ARTH 3823 17th-Century European Art (4 Credits)
This course considers European arts of the 17th century. Depending upon the quarter it may be a general survey of European art during the seventeenth century or a more focused exploration of a sub-period, such as Italian Baroque or the Old Dutch Masters: Rembrandt, Vermeer and Frans Hals. This class may be repeated for a maximum of 8 credits.

ARTH 3832 19th-Century Art (4 Credits)
This course surveys the major art movements in Europe from the late 18th century to the end of the 19th century. Major painters, sculptors, printmakers and architects of the following movements will be presented: Neo-classicism, Romanticism, Academic Painting, Realism, the Pre-Raphaelites, Impressionism, Post-Impressionism, Symbolism and Art Nouveau. Their works will be studied in light of the social, political and cultural milieu in which they appeared. Special attention will be paid to representations of race, class, gender and colonialism.

ARTH 3833 20th-Century Art (4 Credits)
This class studies the development of early 20th-century art in Europe and the U.S., as the center of the avant-garde shifted to America around World War II. The class follows the development of modernism and its theories from 1900 to around 1960. Artists and movements will be considered according to stylistic and theoretical development, and also in relation to social, political and cultural developments of their time.

ARTH 3834 Contemporary Art (4 Credits)
This course surveys the development of contemporary art, focusing primarily on recent decades, but making connections to earlier movements from 1970 to the present. This includes painting, sculpture, performance art, installations and new media art. Students become familiar with various issues of recent art theory and criticism to put these works into a theoretical perspective. In addition to an in-depth look at the broad stylistic movements of the past forty years, this course also examines those figures whose work has come to define the major approaches and concerns for the art of our time.

ARTH 3838 Connoisseurship (4 Credits)
In this class the historical roots, theoretical and philosophical underpinnings, and actual practice of connoisseurship are studied using objects from the museum's collection.

ARTH 3839 Topics in Modern Art (4 Credits)
Selected themes and topics from the 18th century to the present. Topics change, and the course may be repeated to a maximum of 12 credits.

ARTH 3841 Topics in Chinese Art (4 Credits)
Selected topics in Chinese art. Content changes. This class may be used to fulfill the non-Western requirement for majors in the School of Art and Art History. Course may be repeated to a maximum of 12 credits. Cross listed with ASIA 2102.

ARTH 3842 Topics in Japanese Art (4 Credits)
Selected topics in Japanese art. Content changes. This class may be used to fulfill the non-Western requirement for majors in the School of Art and Art History. Course may be repeated to a maximum of 12 credits. Cross listed with ASIA 2105.

ARTH 3845 Chinese Painting: Masters and Masterpieces (4 Credits)
This course explores pictorial art in China from the third century BCE to the present. Cross listed with ASIA 2106.

ARTH 3846 Dada and Surrealism (4 Credits)
This course will survey the development of Dada and Surrealist art from 1916 through 1939, focusing on the painting, sculpture, graphics, photography and films of these movements. The relationships between Dada and Surrealist artists and literary figures will be discussed as well as their shared interests in psychoanalysis, dreams, sexuality and automatic methods of creativity. Cross listed with ASIA 2106.

ARTH 3850 Art and the History of Science (4 Credits)
This class explores the connections between art and the history of science, using a broad span of visual material, mainly European art from the Middle Ages to the present. Coverage of the material is thematic, focusing on three major categories: Art and the Natural World; Art and the Human Body; and Art and the Human Mind. We read a wide variety of art historical articles and selected chapters that examine works of art related in the first section to astrology, astronomy and alchemy; botanical, zoological and geological illustration; and color theory, perspective, optics, maps, contemporary earthworks and ecology. In the second section, we explore the evolution of anatomic illustration, as well as mythic, religious and genre images related to medicine, pharmacy and healing as well as works by contemporary artists who are concerned with genetic codes, hybridization and cloning. In the third section, we examine depictions of human temperaments, emotions and madness through the images of selected artists.

ARTH 3862 Mesoamerican Art (4 Credits)
This course is an introduction to the art and archaeology of the native peoples of Mesoamerica in Pre-Columbian times, or from about 2000 BC to AD 1521. Cultures covered include the Olmec, Teotihuacan, Mixtec, Zapotec, Aztec and others. This class presents the cultural sequence of Pre-Columbian Mesoamerica and explores how the various civilizations of Mesoamerica shared aspects of world-view, cosmology and daily life. Students will be able to identify and discuss how these elements manifested in the art and architecture of Mesoamerican cultures. Furthermore, the course investigates issues of shamanism, kingship and power, warfare, and human sacrifice. This class may be used to fulfill the non-Western requirement for majors in the School of Art and Art History.

ARTH 3863 Art of the Maya (4 Credits)
This course is an introduction to the art and archaeology of the Maya from about 300 BC to the present. The Maya are perhaps the most famous of the several cultures comprising what is known as Mesoamerica. A highly advanced culture, they built soaring temples, carved elaborate portraits of their kings and developed a complex writing system including a calendar. The course explores these things with a constant eye to understanding the Maya worldview, cosmology and daily life. By the conclusion of the class, students should be able to read their intricate pictures, discuss the strategies of powerful Maya rulers and understand how Maya art and architecture reflect their concepts of time and the cosmos. This class may be used to fulfill the non-Western requirement for majors in the School of Art and Art History.
ARTH 3864 Buddhism and the Fine Arts (4 Credits)
This survey examines the history, practices, ritual contexts, aesthetics and artistic traditions of Buddhism including architecture, calligraphy, sculpture and painting, in terms of its social and historical context, political and religious functions, as well as issues including artistic production, changing techniques and symbols, and the market/audience. The primary goal is to understand Buddhism as reflected in art and culture.

ARTH 3867 Native American Art (4 Credits)
This course is designed as an introduction to the art and architecture of the native peoples of North America from the earliest signs of humans in North America to the present. Cultures covered include those from the Southwest, the Northwest, the Southeast Ceremonial Complex, the Plains and contemporary Native American artists. By the conclusion of the class, students will understand the cultural sequence and geographic dispersion of native North America. Students will also understand how the various civilizations of North America shared aspects of world-view, cosmology and daily life, and be able to identify and discuss how these elements manifested in the art and architecture of native North American cultures. This class may be used to fulfill the non-Western requirement for majors in the School of Art and Art History.

ARTH 3868 Art of the Andes (4 Credits)
This course is designed as an introduction to the art and architecture of the native Pre-Columbian peoples of the Andes. Cultures covered include Chavin, Nasca, Wari and the Inca.

ARTH 3869 Twentieth-Century Art in Latin America (4 Credits)
This course explores twentieth-century art movements in Latin America. Topics include modernism, indigenism, surrealism, neo-concretism, conceptualism, censorship under dictatorships, and issues in exile and displacement. We also analyze the cultural production of Latinos in the United States and its representation in cultural institutions. Organized both chronologically and geographically, the material has been structured to provide a basic understanding of the methods of art history in relation to Latin American art and to familiarize students with the significant artistic movements and styles that emerged from Latin America in the Twentieth Century.

ARTH 3870 Women in Art (4 Credits)
This course considers the roles of women in art and explores the impact of race, class and gender on art produced from the Middle Ages to the present with discussions of women artists, women patrons and images of women. Cross listed with GWST 3871.

ARTH 3872 Introduction to Conservation (4 Credits)
This lecture course familiarizes the student with the concepts and challenges of conservation, its role in museums and the care of collections. Specific emphasis is given to the materials, structure, deterioration and preservation of material culture. Field trips to various museums and/or workshops to make appropriate display mounts and storage containers enhance the understanding gained from readings and lectures.

ARTH 3873 The Goddess in Art (4 Credits)
This course surveys the image of the goddess in art from prehistoric times until the present day from a feminist perspective. Beginning with anthropological and art historical theories about the numerous female figurines of Paleolithic and Neolithic times, the course continues to explore representations of female goddesses from ancient Mesopotamia, Egypt, Crete, Greece, and Rome. Polarized images of Eve, the Virgin Mary and several female saints during the Middle Ages will be examined. From the Renaissance through the Baroque periods, classical goddesses, especially Venus/Aphrodite, are revived and adapted to both Christian and secular contexts. Images of the sexualized female body will be explored, along with its counterpart, the witch, who was persecuted during the 16th and 17th centuries. This course is interspersed with examples of contemporary art inspired by the “Great Goddess,” especially by feminist artists of the 1970s and 1980s. Some discussion of the goddess as she appears in contemporary popular culture concludes the class. Cross listed with GWST 3873.

ARTH 3874 History of Collections (4 Credits)
This course traces the history of collections from the Renaissance to the present, addressing the interconnections between artists, patrons, dealers, art markets, provenance, connoisseurship and the historical development of museums and private collections. Each week’s readings of journal articles and chapters focus on different types of collections or themes, including royal and imperial collections, cabinets of curiosities, excavating and transporting antiquities, British country estates and the Grand Tour, the establishment of national museums, the relationship between American collectors and dealers, ethnographic objects in Western collections, Nazi looting, restorers and forgers, and artists’ collections, to name a few.

ARTH 3902 Art History Travel (4 Credits)
A travel course to selected locations to study major monuments and collections of art and architecture. Location and content change. This class may be repeated for a maximum of 8 credits. Prerequisite: instructor's permission.

ARTH 3992 Directed Study (1-5 Credits)
This class should only be used when a required ARTH course listed in this catalog is not offered in the quarter in which the student must take it. Permission of an instructor and the Director of the School of Art and Art History are required. Permission/registration form is available from the Office of the Registrar.

ARTH 4301 Seminar in Art History Methods (4 Credits)
This seminar considers the history of art history and the development of various methods that art historians use to interpret and understand art. Required of all MA candidates in art history.
ARTh 4302 Research Practicum (4 Credits)
The goal in this course is to learn professional methods and resources for original research in areas of American art where little or no published research exists. Students learn through short exercises in biographical, object-oriented, internet, and archival research; by tackling a 10-week research project of their choice within the topic for the quarter; and by networking with each other to share resources and progress. Required of all MA candidates in art history.

ARTh 4312 Seminar in PreColumbian Art (4 Credits)
Selected topics in PreColumbian Art. Advanced research papers and presentations. Content changes. May be repeated to a maximum of 8 credits.

ARTh 4314 Seminar in Medieval Art (4 Credits)
Selected topics in Medieval Art. Advanced research papers and presentations. Content changes. May be repeated to a maximum of 8 credits.

ARTh 4321 Seminar in Renaissance Art (4 Credits)
Selected topics in Renaissance Art. Advanced research papers and presentations. Content changes. May be repeated to a maximum of 8 credits.

ARTh 4331 Seminar in 18th Century Art (4 Credits)
Selected topics in 18th century Art. Advanced research papers and presentations. Content changes. May be repeated to a maximum of 8 credits.

ARTh 4332 Seminar in 19th Century Art (4 Credits)
Selected topics in 19th century Art. Advanced research papers and presentations. Content changes. May be repeated to a maximum of 8 credits.

ARTh 4333 Seminar in 20th Century Art (4 Credits)
Selected topics in 20th century Art. Advanced research papers and presentations. Content changes. May be repeated to a maximum of 8 credits.

ARTh 4334 Selected Topics in Contemporary Art: Public Art (4 Credits)
Selected topics in contemporary art. Advanced research papers and presentations. Content changes. May be repeated for a maximum of 8 credits.

ARTh 4336 Seminar in American Art (4 Credits)
Selected topics in American Art. Advanced research papers and presentations. Content changes. May be repeated to a maximum of 8 credits.

ARTh 4345 Selected Topics in Latin American Art: Mexican Modernism (4 Credits)
Selected topics in Latin American art. Advanced research papers and presentations. Content changes. May be repeated to a maximum of 8 credits.

ARTh 4651 Museum Methods and Principles (4 Credits)
This class surveys the major activities, goals, and organization of the art museum within today’s world. Students meet with a variety of museum professionals to discuss the changing dynamics within art museums, as well as ethical and practical issues of museum work. The class reads both classic and current literature on museum issues and practice, and participates in research, collection, and exhibition projects. Required of all M.A. art history students pursuing the Museum Studies option.

ARTh 4652 Museum Internship (3-10 Credits)
Arranged internship in student's area of specialization. Students should take ARTH 4651 Museum Methods and Principles first. Prerequisite: instructor's permission.

ARTh 4656 Writing for Exhibitions (4 Credits)
This class focuses on the special skills required to create and articulate a compelling exhibit concept, drawing artworks primarily from contemporary art collections. This seminar offers an opportunity to take part in a major exhibition project. The major work products of the seminar are extended essays for a catalog to accompany an exhibition that will open the following year at the Victoria H. Myhren Gallery.

ARTh 4991 Independent Study (1-10 Credits)
This class should be used for individual study of a special topic that is not offered in the art history curriculum described in this catalog. Permission/registration form is available from the Office of the Registrar.

ARTh 4992 Directed Study (1-5 Credits)
This class should only be used when a required ARTH 4000-level course listed in this catalog is not offered in the quarter in which the student must take it. Permission of an instructor and the Director of the School of Art and Art History are required. Permission/registration form is available from the Office of the Registrar.

ARTh 4995 Master's Research Paper (1-5 Credits)
Students should see their advisor for guidelines regarding the Master's Research Paper class.

Daniel Felix Ritchie School of Engineering and Computer Science

At the Daniel Felix Ritchie School of Engineering and Computer Science, our mission is to enhance the quality of life for the global society through scientific and technical innovation. With emphases in fields such as bioengineering, materials science, robotics, and humane games, our research teams are designing improved orthopaedic devices, new materials for high voltage transmission lines, robots for search and rescue, and computer programming that enhances information security and privacy. We also prioritize social responsibility and international perspectives as we tailor degrees to the needs and interests of our students.

Computer Science

Office: Department of Computer Science, Aspen Hall North, Room 100
Master'S AND DOCTORAL DEGREES OFFERED

Why study computer science at the University of Denver?

The department of computer science offers cutting-edge and innovative graduate degree programs. The degree programs are:

- MS in computer science
- MS in computer science systems engineering
- PhD in computer science

The department of computer science is based in the University of Denver’s School of Engineering and Computer Science. The school reflects two of the university’s strongest traditions: academic integrity and a commitment to meeting student needs with dynamic new programs.

We are strong in research and particularly noted in software engineering, information security and privacy, and humane gaming.

Some of our other outstanding advantages include:

- Small classes taught by faculty, not teaching assistants
- Research-active faculty members who publish regularly, land impressive grants and win teaching awards
- An up-to-date curriculum that includes classes in modern software engineering,
- Web technology based on Linux and Microsoft servers and applications, Java, multimedia, mobile computing, networks, databases, cyber security and computer game development
- Students who create a peer culture defined by high expectations
- A small yet vital PhD program that enhances the department’s intellectual atmosphere

At the University of Denver, you will find opportunities to research, study leading-edge technology and tools, and gain integrated knowledge. We emphasize interdisciplinary programs, so you will be ready to meet career challenges around the office or, if you choose, around the world.

In addition, Denver is a first-rate location for internships and jobs, as well as business and government partnerships. The campus is just minutes from the Denver Technological Center — home to many top tech companies — and we enjoy sweeping views of the Rocky Mountains.

ADMISSION TO THE MASTER’S and DoCTORAL DEGREES

Following are the simple steps to apply for graduate study in Computer Science at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply online / Application deadlines

- Applications (https://du-grad.edu.185r.net/application) for graduate study in Computer Science at the University of Denver must be submitted online.
- Applicants are encouraged to submit all materials to the Office of Graduate Studies by the priority deadline: February 15, for the fall quarter.
- Students interested in competing for graduate teaching assistantships (GTAs) are encouraged to submit their applications by this deadline to ensure full consideration for an appointment in September of a given year.
- Applications received after the priority deadline will be accepted, processed and reviewed on a rolling basis for the fall, winter or spring quarters. International applicants are encouraged to have the admission application and all supporting documents in the Office of Graduate Studies by the deadline or no later than May 1, for fall admission.
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements

- Applicants for the MS in computer science must have proof of a bachelor’s degree in any discipline from a regionally accredited college or university.
- Prerequisite courses for both MS and PhD include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 1671</td>
<td>Introduction to Computer Science I</td>
<td>4</td>
</tr>
<tr>
<td>COMP 1672</td>
<td>Introduction to Computer Science II</td>
<td>4</td>
</tr>
<tr>
<td>COMP 2673</td>
<td>Introduction to Computer Science III</td>
<td>4</td>
</tr>
<tr>
<td>COMP 2300</td>
<td>Discrete Structures in Computer Science</td>
<td>1-4</td>
</tr>
</tbody>
</table>
Transcripts
• Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
• The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
• Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early.
• The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/ American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.

Test Scores
• The Graduate Record Examination (GRE) is required. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. The institution code for the University of Denver is 4842.
• Competitive GRE scores for students admitted to the Department of Computer Science are below.
  - MS: Quantitative - 152; Analytical Writing Section - 2.0
  - PhD: Verbal - 146; Quantitative - 156; Analytical Writing Section - 3.5

Language Proficiency
• Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) for complete English language proficiency requirements.
• Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

Personal Statement
• A personal statement of at least 300 words is required. The statement should include information concerning your life, education, practical experience, special interests and specific purpose for applying to the University of Denver. The statement should be submitted via upload through the online application process.

Resume / C.V.
• A detailed resume or C.V. is required. This should include all educational achievements, relevant work experience, research and/or volunteer work. The resume or C.V. should be submitted via upload through the online application process.

Recommendation Letters
• Three letters of recommendation are required. These letters should be solicited and uploaded by recommenders through the online application system. Letters must be received by the program’s stated deadline.

Financial Support
• To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.
• Information about financial aid can be found on the Office of Financial Aid (http://www.du.edu/financialaid) website. International students are not eligible for federal financial aid.
• The Department of Computer Science also offers a number of competitive graduate teaching assistantships (GTA) that provide full tuition remission along with a stipend for the nine-month academic year (three academic quarters).
• Other sources of financial support available include graduate research assistantships (GRA) either with or without partial tuition remission, scholarships and fellowships, and work opportunities from the department and from the School of Engineering and Computer Science. Contact the Computer Science department for more information about financial support.
Application Status
• We encourage you to be actively engaged in the admission process. You can check your application status online at https://webcentral.du.edu.

Mailing Address
• Mail official transcripts and any supplemental admission materials not submitted with the online application to:
  University of Denver
  Office of Graduate Studies
  Mary Reed Building, Room 5
  2199 S. University Blvd.
  Denver, CO 80208-4802

International Applicants
• For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information.

Master of Science in Computer Science
The MS program in computer science prepares students for advancement in academic or industrial careers. The program is designed to provide students with a breadth of advanced knowledge in computer science, while permitting them to achieve depth in areas of current interest within the computing field, as well as the emerging technologies that will be gaining importance in the future.

Degree Requirements
Coursework Requirements
Requires 48 quarter hours of graduate-level course work including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 3351</td>
<td>Programming Languages</td>
<td>4</td>
</tr>
<tr>
<td>COMP 3361</td>
<td>Operating Systems I</td>
<td>4</td>
</tr>
<tr>
<td>COMP 3371</td>
<td>Advanced Data Structures &amp; Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>COMP 3200</td>
<td>Discrete Structures</td>
<td>4</td>
</tr>
</tbody>
</table>

3 COMP courses at the 4000-level (other than COMP 4991) are required of which at least one must be a designated "theory" class.

Advanced programming requirement
Students must also choose and complete two courses from the following list of COMP courses that include an advanced programming component. Students must complete at least two of the courses listed below at the University of Denver. These courses must be approved by an advisor. The current pre-approved list includes:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>COMP 4362</td>
<td>Operating Systems II</td>
</tr>
<tr>
<td>COMP 3353</td>
<td>Compiler Construction</td>
</tr>
<tr>
<td>COMP 3621</td>
<td>Computer Networking</td>
</tr>
<tr>
<td>COMP 3801</td>
<td>Introduction Computer Graphics</td>
</tr>
</tbody>
</table>

Seminar attendance requirement
Students must complete three quarters of COMP 4600 - Seminar (0 credits). A passing grade is required for successful completion.

Non-thesis option
A maximum of 12 quarter hours may be earned in Independent Study (COMP 4991), provided the student can find an advisor for such independent study. No thesis is required. Not eligible for support (GTA, GRA)

Thesis option
A maximum of 12 credits may be earned for thesis credits (COMP 4995). A thesis is required. Students should also note the following: A maximum of 8 quarter hours may be earned in approved courses outside the COMP designation, including transfer credits from another university. Such credit must be approved in writing by an advisor from the computer science faculty. A student receiving any support from the department (GTA, GRA) must complete the degree requirements as per the Thesis option.

Total Credits
48

Prerequisites

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<tr>
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<tr>
<td>COMP 2370</td>
<td>Introduction to Algorithms &amp; Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>COMP 2673</td>
<td>Introduction to Computer Science III</td>
<td>4</td>
</tr>
</tbody>
</table>
Minimum credits required for degree: 48

Non-coursework Requirements

- If the thesis option is chosen, a thesis and oral defense are required.

Master of Science in Computer Science Systems Engineering

Every candidate for the MS in computer science systems engineering degree must complete 45 quarter hours of credit, at least 36 of which must be completed at the University of Denver. To satisfy graduation requirements, candidates must maintain a course GPA of 3.0. In addition, a grade of C or better must be obtained in each course for that course to count toward the 45 quarter hour requirement. Six courses at the 4000-level are required. The degree is designed for the working professional. The prerequisites for this degree are the same as those for the MS in computer science.

Degree requirements

Course requirements

Required courses

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
<tr>
<td>COMP 3381</td>
<td>Software Engineering I</td>
<td>4</td>
</tr>
<tr>
<td>COMP 3705</td>
<td>Topics in Computer Science</td>
<td>1-4</td>
</tr>
</tbody>
</table>

Application area core (pre-approval required)

The pre-approved application core:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENMT 4100</td>
<td>Systems Engineering</td>
<td>4</td>
</tr>
<tr>
<td>ENMT 4000</td>
<td>Space Systems Design I</td>
<td>4</td>
</tr>
<tr>
<td>or ENMT 4010</td>
<td>Space Systems Design II</td>
<td></td>
</tr>
<tr>
<td>Theory Course (e.g., COMP 3702)</td>
<td>Topics in Database</td>
<td>4</td>
</tr>
</tbody>
</table>

Capstone

2

Independent study

2

Computer science electives

12

Total Credits

45

Minimum credits required for degree: 45

Doctor of Philosophy in Computer Science

The department currently has faculty to support PhD students in the following areas:

- Artificial Intelligence
- Computational Geometry
- Humane Games
- Graphics
- Networks
- Parallel and Distributed Algorithms
- Security and Privacy
- Software Systems Engineering

Degree Requirements

Coursework Requirements

Three quarters minimum of COMP 4600

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 4600</td>
<td>Seminar in Computer Science</td>
<td>0-4</td>
</tr>
</tbody>
</table>

At least 36 credits must be at the 4000-level courses

Up to 24 credits may be taken in other relevant disciplines, as approved by the Computer Science Department Graduate Committee.

Courses should be chosen in consultation with, and are subject to the approval of, the student's advisor.

Total Credits

90
Minimum credit hours required: 90 beyond BA or BS degree

Additional Degree Requirements applicable to PhD Students without a Master’s Degree in Computer Science

• Must complete the requirements of the Computer Science Master’s Degree with a thesis option within 3 years (9 quarters).

Additional Degree Requirements applicable to PhD Students with a 2 year Master’s Degree in Computer Science or Related Field

• May take a proficiency test in the four required courses for Master’s Degree. The test may be offered at a time other than the official final exam time of the term. A grade of B+ (B plus) or better must be obtained in the test.
• If the student chooses not to take the proficiency test, the student must register and attend classes for the four required courses. A grade of B+ (B plus) or better must be obtained in the courses.

Non-coursework Requirements:

• Completion of a written dissertation that makes a significant contribution to the research literature in computer sciences.
• Completion of a tool requirement.
• Qualifying Examination
• Preliminary Examination

Qualifying & Dissertation Examinations

Qualifying Exam

Every PhD student must pass the Qualifying Exam. It consists of two parts, the Breadth Requirement and the Written and Oral exam.

1. Breadth Requirement: To fulfill the Breadth Requirement the student must take 5 graded courses (20 Quarter Credits) at the 3000 and 4000 level (not including independent study, internship, or independent research). At most, two may be at the 3000 level. At least three must be at the 4000 level. The course work should cover at least three distinct areas. Five areas should include a sequence of 3000 and 4000 level courses. The GPA in these courses must be at least 3.7/4.0. No course with a grade below a B may be used to fulfill this requirement. Graduate computer science courses taken at another university and transferred for credit at DU may be applied to the Breadth requirement up to a maximum of 2 courses (8 quarter credits).

2. Written and Oral Exam: Before being admitted to this exam, the student must have fulfilled the Breadth Requirement. The student selects an area of examination from the list of areas in Table 1. The Written part of the exam is a take home exam. It is a handed out on a Friday and is due the following Tuesday. The Oral Exam is held the following Friday. The take home exam consists of a set of research questions, a set of related papers and instructions. The student should prepare a written report of at least 10 but no more than 20 pages with answers to the questions. Study guides or other relevant material to prepare for the exam can be obtained from the chair of the examination committee. The oral portion of the exam is based on a student presentation in which the student explains and defends his/her answers. During the Oral Exam, questions in other areas of computer science may also be asked.

A failed exam may be retaken once (in the same or another area). Sufficiently prior to the exam date, the department chair will appoint an examination committee of three tenure-track faculty. One of the committee members must be in the area in which the examination will be held. The student’s advisor is allowed to be on the committee. The committee creates the take home exam and grades it. After the Oral Exam, the committee makes a recommendation to the CS faculty on whether the student passes or fails. If the faculty agrees, the committee recommendation stands. If there is a disagreement, the faculty as a whole decides.

Preliminary Examination

Following successful completion of the Qualifying Examination, each student will prepare a dissertation proposal and take the Preliminary Examination. Passing this examination admits 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 examination. 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 problem to be solved, motivation for pursuing the research, and evidence to the effect that there is a good likelihood the problem is solvable with reasonable effort.

For full-time students, the Preliminary Examination must be taken within 5 quarters of passing the Qualifying Examination. Successful completion of the Preliminary Examination results in agreement between the student and the committee as to what will constitute successful completion of the dissertation research. The committee may choose to reconvene the examination to allow the student to further research the problem, complete additional course work, or revise the dissertation proposal document.

The examining committee consists of at least 3 Computer Science faculty members, including the advisor. The preliminary exam is a one hour oral closed exam. If a student passed the preliminary exam, but subsequently switches advisor and hence topic, the preliminary exam must be repeated within one year to ensure capability of the student and feasibility of the project.
**Possible Thesis Proposal Outline**

1. Intro
   a. Problem
   b. Research questions, scope

2. Background
   a. Lit search
   b. Open Problems
   c. Analysis with respect to research questions

3. Approach

4. Preliminary results

5. Plan for completion of work including timeline

6. Risks and risk mitigation

7. References

**Dissertation Defense**

After the dissertation has been completed, the student must defend it in a final examination, as specified by the Office of Graduate Studies.

**Tool requirement**

It is strongly recommended that students satisfy their tool requirement by demonstrating proficiency in a modern computer typesetting system suitable for writing technical papers that include mathematical equations and graphics. The faculty advisor must approve the specific system used to satisfy this requirement. Other options include reading competency in two languages selected from French, German, and Russian; a series of outside courses in another discipline; or significant laboratory experience involving computer science.

**Undergraduate + Graduate BS/MS**

The Department of Computer Science at the University of Denver offers a Dual Degree Bachelor of Science and Masters in Computer Science. The BS/MS in Computer Science encompasses the theory and techniques by which information is encoded, stored, communicated, transformed, and analyzed. It is concerned with the theory of algorithms (that is, effective procedures or programs), with the structure of languages for the expression of algorithms, and with the design of algorithms for the solution of practical problems. A central concern is the study of the computer systems (hardware and software) for the automatic execution of these algorithms prepares students for advancement in academic or industrial careers. The program is designed to provide students with a breadth of advanced knowledge in computer science, while permitting them to achieve depth in areas of current interest within the computing field, as well as the emerging technologies that will be gaining importance in the future.

The degree is strongly based in mathematics and, in fact, a student will automatically acquire sufficient credits for a minor in mathematics. One additional minor is required. The second minor may be in any discipline other than mathematics or computer science.

**Total Credit Hours: 183 at the undergraduate level (UG) for the Bachelor's degree + 36 at the graduate level (GR) for the master's of science degree**

**Required courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 1671</td>
<td>Introduction to Computer Science I</td>
<td>4</td>
</tr>
<tr>
<td>COMP 1672</td>
<td>Introduction to Computer Science II</td>
<td>4</td>
</tr>
<tr>
<td>COMP 2300</td>
<td>Discrete Structures in Computer Science</td>
<td>1-4</td>
</tr>
<tr>
<td>COMP 2355</td>
<td>Intro to Systems Programming</td>
<td>4</td>
</tr>
<tr>
<td>COMP 2370</td>
<td>Introduction to Algorithms &amp; Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>COMP 2673</td>
<td>Introduction to Computer Science III</td>
<td>4</td>
</tr>
<tr>
<td>COMP 2691</td>
<td>Introduction to Computer Organization</td>
<td>4</td>
</tr>
<tr>
<td>COMP 3351</td>
<td>Programming Languages</td>
<td>4</td>
</tr>
<tr>
<td>COMP 3361</td>
<td>Operating Systems I</td>
<td>4</td>
</tr>
<tr>
<td>COMP 3371</td>
<td>Advanced Data Structures &amp; Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>COMP 3200</td>
<td>Discrete Structures</td>
<td>4</td>
</tr>
</tbody>
</table>

**Other Requirements**

Students who intend to obtain a BS/MS in Computer Science must satisfy all the requirements of the Bachelor of Science degree as outlined in the University of Denver Undergraduate Bulletin. One of the two minor areas required in the B.S. program must be in mathematics. The other minor may be in any field. Upon completion of the BS requirements, the student must satisfy the 36 hours at the graduate level of required coursework for the MS.
The eleven courses listed above total 44 quarter hours. An additional 28 hours of 3000-level computer science electives are required. COMP 2400 or COMP 2901, or COMP 2555 may be used to satisfy 8 credits of the required 3000-level elective credits, but COMP 3904 may not be used in this way. In addition there are 3 COMP courses at the 4000-level (other than COMP 4991) are required of which at least one must be a designated “theory” class and one must be a designated “Advanced Programming” course and completion of three quarters of COMP 4600 Seminar (0 credits).

Advanced Programming Requirement

Students must also choose and complete two courses from the following list of COMP courses that include an advanced programming component. Students must complete at least two of the courses listed below at the University of Denver. These courses must be approved by an advisor. The current pre-approved list includes:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 4362</td>
<td>Operating Systems II</td>
<td>4</td>
</tr>
<tr>
<td>COMP 3353</td>
<td>Compiler Construction</td>
<td>4</td>
</tr>
<tr>
<td>COMP 3621</td>
<td>Computer Networking</td>
<td>4</td>
</tr>
<tr>
<td>COMP 3801</td>
<td>Introduction Computer Graphics</td>
<td>4</td>
</tr>
</tbody>
</table>

Math Minor Requirement

Minimum of 20 quarter hours in MATH courses numbered 1951 or higher. Discrete Structures in Computer Science (COMP 2300) may be counted toward the math minor. Courses not covered by the foregoing two sentences must be approved in writing by a mathematics faculty advisor.

For students entering DU Fall 2010 or later: At least 50% of the required credit hours for minor must be completed at the University of Denver.

All electives, especially the MATH and COMP electives, should be selected in close consultation with an academic advisor from the Computer Science Department. The courses for the non-mathematics minor (see Minor courses above) should be selected in consultation with an academic advisor from the department in which the minor is administered.

Sample schedule

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credits</th>
<th>Winter</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 1671</td>
<td>4 COMP 1672</td>
<td>4 COMP 2673</td>
<td>4</td>
<td></td>
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</tr>
<tr>
<td>MATH 1951</td>
<td>4 MATH 1952</td>
<td>4 COMP 2300</td>
<td>1-4</td>
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<td>FSEM</td>
<td>4 WRIT 1122</td>
<td>4 WRIT 1133</td>
<td>4</td>
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<tr>
<td>Foreign Language 1</td>
<td>8</td>
<td>Foreign Language 2</td>
<td>12</td>
<td>9-12</td>
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</tr>
<tr>
<td>Foreign Language 2</td>
<td>8</td>
<td>Foreign Language 3</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Credits</th>
<th>Winter</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 2370</td>
<td>4 COMP 2691</td>
<td>4 COMP Elective</td>
<td>4 COMP Elective</td>
<td>4</td>
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</tr>
<tr>
<td>MATH 2XXX/3XXX Elective</td>
<td>COMP 2355</td>
<td>4 MATH 1953</td>
<td>4</td>
<td></td>
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<tr>
<td>AI-Natural</td>
<td>AI-Society</td>
<td>SI-Society</td>
<td>SI-Society</td>
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<tr>
<td>SI-Natural</td>
<td>SI-Natural</td>
<td>SI-Natural</td>
<td>SI-Natural</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td></td>
<td>8</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Credits</th>
<th>Winter</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP Elective</td>
<td>COMP 3361</td>
<td>4 COMP Elective</td>
<td>4 COMP Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMP Elective</td>
<td>ASEMIN</td>
<td>Minor Course 3</td>
<td>Minor Course 2</td>
<td>Elective</td>
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<tr>
<td>Minor Course 1</td>
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<td></td>
<td>Minor Course 2</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>SI-Society</td>
<td>Elective</td>
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<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td></td>
<td>4</td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>Credits</th>
<th>Winter</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 3351</td>
<td>4 COMP 3200</td>
<td>4 COMP 3371</td>
<td>4 COMP Elective</td>
<td></td>
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<tr>
<td>COMP Elective</td>
<td>Minor Course 5</td>
<td>COMP Elective</td>
<td>Elective</td>
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<td>Minor Course 4</td>
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<tr>
<td>Elective</td>
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<td></td>
<td>4</td>
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<td>4</td>
<td>4</td>
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</table>

<table>
<thead>
<tr>
<th>Fifth Year</th>
<th>Credits</th>
<th>Winter</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP3XXX/4XXX Elective</td>
<td>COMP3XXX/4XXX Adv Programming</td>
<td>COMP3XXX/4XXX Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMP 4XXX Theory</td>
<td>COMP3XXX/4XXX Elective</td>
<td>COMP3XXX/4XXX Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Courses

COMP 3200 Discrete Structures (4 Credits)
Discrete mathematical structures and non-numerical algorithms; graph theory, elements of probability, propositional calculus, Boolean algebras; emphasis on applications to computer science. Cross-listed as MATH 3200. Prerequisites: MATH 2200 or COMP 2300 and COMP 1672 or COMP 1771.

COMP 3341 Multimedia Systems (4 Credits)
This course covers fundamental issues in design and implementation of multimedia applications. This course also covers technologies in multimedia systems such as multimedia data representation, compression, coding, networking, data management, and I/O technologies. Prerequisite: COMP 3361.

COMP 3351 Programming Languages (4 Credits)
Programming language as a component of software development environment; binding, scope, lifetime, value and type of a variable: run-time structure--static, stack-based and dynamic languages; parameter passing--call by reference, value, result, value-result and name; subprogram parameters; role played by side effects, dangling pointers, aliases and garbage; garbage collection; data abstraction - study of object-oriented, functional, and logic languages. Prerequisites: COMP 2370, COMP 2691, and COMP 2355.

COMP 3353 Compiler Construction (4 Credits)
Design and implementation of a major piece of software relevant to compilers. Prerequisite: COMP 3352.

COMP 3361 Operating Systems I (4 Credits)
Operating systems functions and concepts; processes, process communication, synchronization; processor allocation, memory management in multiprogramming, time sharing systems. Prerequisites: COMP 2355, COMP 2370, and COMP 2691.

COMP 3371 Advanced Data Structures & Algorithms (4 Credits)
Design and analysis of algorithms; asymptotic complexity, recurrence equations, lower bounds; algorithm design techniques such as incremental, divide and conquer, dynamic programming, randomization, greedy algorithms, etc. Prerequisites: COMP 2370, MATH 3200.

COMP 3381 Software Engineering I (4 Credits)
An introduction to software engineering. Topics include software processes, requirements, design, development, validation and verification and project management. Cross listed with COMP 4381. Prerequisite: COMP 2370.

COMP 3382 Software Engineering II (4 Credits)
Continuation of COMP 3381. Topics include component-based software engineering, model-driven architecture, and service-oriented architecture. Prerequisite: COMP 3381.

COMP 3400 Advanced Unix Tools (4 Credits)
Design principles for tools used in a UNIX environment. Students gain experience building tools by studying the public domain versions of standard UNIX tools and tool- building facilities. Prerequisites: COMP 2400 and knowledge of C and csh (or another shell), and familiarity with UNIX.

COMP 3410 World Wide Web Programming (4 Credits)
Creating WWW pages with HTML, accessing user-written programs via CGI scripts, creating forms, imagemaps and tables, and Java programming principles and techniques. Prerequisite: COMP 3355.

COMP 3421 Database Organization & Management I (4 Credits)
An introductory class in databases explaining what a database is and how to use one. Topics include database design, ER modeling, database normalization, relational algebra, SQL, physical organization of records and clocks, heap files, sorted files, hashing, extendible hashing, linear hashing and B trees. Each student will design, load, query and update a nontrivial database using the Oracle DMBS. Prerequisite: COMP 2370.

COMP 3501 Introduction to Artificial Intelligence (4 Credits)
Programming in LISP and Prolog with applications to artificial intelligence; fundamental concepts of artificial intelligence; emphasis on general problem-solving techniques including state-space representation, production systems, and search techniques. Prerequisites: MATH 2200, COMP 2370.

COMP 3621 Computer Networking (4 Credits)
An introduction to computer networks with an emphasis on Internet protocols. Topics include; network topologies, routing, Ethernet, Internet protocol, sockets, operating system impact and client/server implementations. Prerequisites: COMP 2355 and COMP 2370. Corequisite: COMP 3361.

COMP 3701 Topics in Computer Graphics (4 Credits)
COMP 3702 Topics in Database (4 Credits)
COMP 3703 Topics-Artificial Intelligence (4 Credits)
COMP 3704 Advanced Topics: Systems (4 Credits)
COMP 3705 Topics in Computer Science (1-4 Credits)
COMP 3801 Introduction Computer Graphics (4 Credits)
Fundamentals of graphics hardware, scan conversion algorithms, 2D and 3D viewing transformations, windows, viewports, clipping algorithms, mathematics for computer graphics, graphics programming using a standard API. Prerequisites: COMP 2370, MATH 1952 or 1962, and MATH 2060.
COMP 3821 Game Programming I (4 Credits)
An introduction to computer game programming. Use of a game engine to create 3D computer games. Topics to include game scripting, simple 3D asset creation, incorporation of assets, keyboard/mouse event handling, animation, game phases and score keeping. Prerequisite: COMP 2370.

COMP 3822 Game Programming II (4 Credits)
An introduction to computer game engine programming. Major class goal is to understand how game engines are created by building subsets of a game engine. Non-exhaustive set of topics include how terrains are generated, how animations are supported, how particle systems are implemented, how physics systems are coded, and how support is provided for higher level scripting languages. All coding will be done in low-level graphics languages. Prerequisites: COMP 3801 and COMP 3821.

COMP 3904 Internship/Co-Op in Computing (0-10 Credits)
Practical experience in designing, writing and/or maintaining substantial computer programs under supervision of staff of University Computing and Information Resources Center. Prerequisites: COMP 2370 and approval of internship committee (see department office).

COMP 3991 Independent Study (1-10 Credits)
Cannot be arranged for any course that appears in the regular course schedule for that particular year.

COMP 3992 Directed Study (1-10 Credits)

COMP 4362 Operating Systems II (4 Credits)
Continuation of COMP 3361. Case studies of existing operating systems programming. Prerequisite: COMP 3621.

COMP 4372 Theory of Algorithms (4 Credits)
NP-completeness; lower bound theory; approximation algorithms; amortized complexity and data structures, randomized algorithms. Assorted topics such as string algorithms, graph algorithms, linear programming, computational geometry. Prerequisite: COMP 3371.

COMP 4384 Secure Software Engineering (4 Credits)
This course is concerned with systematic approaches for the design and implementation of secure software. While topics such as cryptography, networking, network protocols and large scale software development are touched upon, this is not a course on those topics. Instead, this course is on identification of potential threats and vulnerabilities early in the design cycle. The emphasis in this course is on methodologies and paradigms for identifying and avoiding security vulnerabilities, formally establishing the absence of vulnerabilities, and ways to avoid security holes in new software. There are programming assignments designed to make students practice and experience secure software design and development. Prerequisites: COMP 3381 & COMP 4555. COMP 3621 is highly recommended. Students must be able to implement complex programs in C, C++ and Java.

COMP 4600 Seminar in Computer Science (0-4 Credits)
Preparation and presentation of lectures on some aspect of current research in computer science; topics not generally encountered in formal courses, may include robotics, pattern recognition, parallel processing, computer applications. 10- to 15- page paper with bibliography required.

COMP 4621 Computer Networking (1-4 Credits)

COMP 4701 Special Tpcs-Computer Graphics (1-4 Credits)

COMP 4702 Advanced Topics-Database (3 Credits)

COMP 4703 Adv Topics-Artificial Intell (1-4 Credits)

COMP 4704 Advanced Topics-Systems (3-4 Credits)

COMP 4705 Advanced Topics-Programming (1-4 Credits)

COMP 4708 Special Topics-VLSI (3 Credits)

COMP 4709 Special Tpcs-Computer Security (3 Credits)

COMP 4721 Computer Security (4 Credits)
This course gives students an overview of computer and system security along with some cryptography. Some network security concepts are also included. Other concepts include coverage of risks and vulnerabilities, policy formation, controls and protection methods, role-based access controls, database security, authentication technologies, host-based and network-based security issues. Prerequisite: COMP 3361.

COMP 4991 Independent Study (1-10 Credits)
Cannot be arranged for any course that appears in regular course schedule for that particular year.

COMP 4992 Directed Study (1-10 Credits)

COMP 4995 Independent Research (1-17 Credits)
Research projects undertaken in conjunction with a faculty member.

COMP 5991 Independent Study (1-17 Credits)

COMP 5995 Independent Research (1-17 Credits)

Electrical and Computer Engineering

Office: Clarence M. Knudson Hall, 300
Mail Code: 2390 S. York St, Denver, CO 80208
Phone: 303-871-6618
Master’s and Doctoral Degrees

Why study engineering at the University of Denver?

DU’s Department of Electrical and Computer Engineering (ECE) is creating the future of technology by providing a graduate education that emphasizes both multi-disciplinary and cross-disciplinary knowledge. The distinguished faculty is creating multi-disciplinary education and research programs that anticipate technological trends in research and development, along with industry. Graduate students join the faculty in conducting leading-edge basic and applied research in emerging disciplines developing novel and unique solutions to old and new problems and opportunities.

All laboratories in the Department contain state-of-the-art equipment and software to support basic and applied research in hardware and software design, hardware/software interfacing, communications and signal processing, image processing, computer vision and pattern recognition, optoelectronics, power and energy systems, robotics, mechatronic systems, unmanned systems, among other research areas. Small classes support our multi-disciplinary and real-time focus by providing close contact between students and faculty, which allows us to meet students’ individual career goals.

Denver is a first-rate location for business, government and laboratory partnerships, and technology employment. The Colorado Front Range is consistently rated as one of the top high-tech areas in the country, and DU is located just minutes from the Denver Technological Center, the site of many top technology companies. The Department of Electrical and Computer Engineering is committed to active collaboration with these industry leaders. As a result, our students graduate with relevant research experience and a network of employment contacts in the technology sector that is second to none!

The ECE Department offers, among other degrees, a Masters and a PhD degree in Mechatronic Systems Engineering (MSE). DU/ECE is the only University in the United States that offers BS, MS and PhD degrees in MSE.

Admission to the Master’s DEGREES

- Proof of a bachelor’s degree is required from a regionally accredited college or university.
- A Bachelor of Science (BS) degree in computer engineering (BScpE), electrical engineering (BSEE), mechanical engineering (BSME), or closely related field from a regionally accredited college or university is required for admission to any of the programs.
- Those students whose backgrounds differ significantly from EAC/ABET-accredited BS computer, electrical, or mechanical engineering programs may be required to complete prerequisite undergraduate courses. Such courses are not considered part of the 45 quarter hour requirements for the degree.
- A competency examination may be required of candidates who do not possess a 3.0 GPA or a BS in electrical, electronic, computer, or mechanical engineering from an EAC/ABET accredited program.
- Students with BS degrees in physics, mathematics, computer science, engineering science, electrical engineering technology, engineering physics, or similar BS degrees from a regionally accredited college or university may also be admitted. However, these students should be able to demonstrate competency in the following basic subjects by passing an appropriate competency examination:
  - MSCpE: Circuits and Electronics • Digital Systems • Computer Organization • A high- or low-level computer language
  - MSEE: Digital Design Methods • Physical Electronics • Introductory Electromagnetics • Signals and Systems • Principles of Communications • Circuits and Electronics
  - MSEE: Controls • Robotics • Signals and Systems • Circuits and Electronics • Digital Design Methods • Mechanics • Electromagnetics

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours or more (or one semester hour or more) completed including study abroad and college coursework completed in high school.
- The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
- Official study abroad transcripts are required unless the course titles, grades, and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be completed by the program’s stated deadline. For this reason, applicants with a degree from outside of the U.S. are encouraged to apply early. Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.
- The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/ American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.

Test Scores

- The Graduate Record Examination (GRE) is required. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. The institution code for the University of Denver is 4842.
• Competitive GRE scores for MS students admitted to the Department of Electrical and Computer Engineering are as follows:
  • MS: Verbal - 138; Quantitative - 149; Analytical Writing Section - 2.75

Language Proficiency
• Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) for complete English language proficiency requirements.
• Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations. Applicants still desiring a GTA position, must provide a TOEFL/IELTS score that meets the minimum requirements for the position.

Personal Statement
• A personal statement of at least 300 words is required. The statement should be submitted via upload through the online application process. The statement should include information concerning your life, education, practical experience, special interests and specific purposes for furthering your studies in the Department of Electrical and Computer Engineering at the University of Denver.

Resume / C.V.
• A detailed resume or C.V. is required. This should include all educational achievements, relevant work experience, research and/or volunteer work. The resume or C.V. should be submitted via upload through the online application process.

Recommendation Letters
• Three letters of recommendation are required. These letters should be solicited and uploaded by the recommenders through the online application system. Letters must be received by the program’s stated deadline.

Financial Support
• To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.
• Information about financial aid can be found on the Office of Financial Aid (http://www.du.edu/financialaid) website. International students are not eligible for federal financial aid.
• The Department of Electrical and Computer Engineering also offers a number of competitive Graduate Teaching Assistantships (GTA) that provide full tuition remission along with a stipend for the nine-month academic year (three academic quarters).
• Other sources of financial support available include Graduate Research Assistantships (GRA) either with or without partial tuition remission, scholarships and fellowships, and work opportunities from the department and from the Ritchie School of Engineering and Computer Science. Contact the Electrical and Computer Engineering department for more information about financial support.

Application Status
• We encourage you to be actively engaged in the admission process. You can check your application status online at https://webcentral.du.edu.

Mailing Address
• Mail official transcripts and any supplemental admission materials not submitted with the online application to:
  University of Denver
  Office of Graduate Studies
  Mary Reed Building, Room 5
  2199 S. University Blvd.
  Denver, CO 80208-4802

International Applicants
• For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information. International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline. The Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) provides complete details regarding admission requirements.
Admission to the DOCTORAL DEGREE

- Proof of a bachelor’s, and, if applicable, a master’s degree is required from a regionally accredited college or university.
- Students with a MS in CpE, MS in MSE, MS in EE, MS in ME, or closely related areas may apply for admission to the PhD in ECE or PhD in MSE programs. Admission with only a BS in this field is also possible, but students with only a BS degree are strongly encouraged to enroll first in a MS (CpE, EE, MSE) program.
- Admission to the PhD programs is based on review of the application and associated references. Normally, a GPA of at least 3.0 is required.
- All graduate engineering courses presuppose mastery of the subject matter of a modern ABET-accredited curriculum in engineering. Students with a BS in other engineering or related science fields and students with a BSCpE, BSEE, or BSME who have not taken graduate academic work for some time may be required to complete preparatory courses that are prerequisites for the core courses of the engineering concentrations on which the qualifying exams are based. These courses carry no credit toward the graduate degree.

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours or more (or one semester hour or more) were completed including study abroad and college coursework completed in high school.
- The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
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Test Scores

- The Graduate Record Examination (GRE) is required. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. The institution code for the University of Denver is 4842.
- Competitive GRE scores for students admitted to the Department of Electrical and Computer Engineering are as follows:
  - PhD: Verbal - 143; Quantitative - 155; Analytical Writing Section - 3.0

Language Proficiency

- Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) for complete English language proficiency requirements.
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- A detailed resume or C.V. is required. This should include all educational achievements, relevant work experience, research and/or volunteer work. The resume or C.V. should be submitted via upload through the online application process.

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• Other sources of financial support available include Graduate Research Assistantships (GRA) either with or without partial tuition remission, scholarships and fellowships, and work opportunities from the department and from the Ritchie School of Engineering and Computer Science. Contact the Electrical and Computer Engineering department for more information about financial support.

Application Status

• We encourage you to be actively engaged in the admission process. You can check your application status online at https://webcentral.du.edu.

Mailing Address

• Mail official transcripts and any supplemental admission materials not submitted with the online application to:
  University of Denver
  Office of Graduate Studies
  Mary Reed Building, Room 5
  2199 S. University Blvd.
  Denver, CO 80208-4802

International Applicants

• For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information.
  International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.

Master of Science in Computer Engineering

The Master of Science in Computer Engineering (MSCpE) is designed to advance the student's knowledge in several areas of engineering. This degree provides breadth while permitting the student to achieve depth in a specialization area. This specialization area, with thematic sequences of courses, has been selected to coincide with those of high current interest as well as those emerging technologies that hold promise of increasing importance for the future. The purpose of this program is to serve the profession of engineering and the Colorado community through advanced study in computer engineering, electrical engineering, and other related fields. This program prepares the student for academic and industrial advancement. The program offers a thesis and a non-thesis option.

The Department of ECE offers both part-time and full-time programs. The Department recognizes that a student may be employed full-time while studying for a degree. Therefore, most courses are offered at times and on days that will permit a student to complete the program by taking courses either late in the day or outside normal business hours. The MSCpE program can generally be completed in about four years if one course is taken each quarter, but it is usually possible to take two courses per quarter, bringing completion time closer to the more common duration of two years. Also, students who select the one-year non-thesis will be able to graduate within 12 months, four academic quarters. For part-time students who are working in industry positions and who have chosen the thesis option, a topic related to the job function may be acceptable as the thesis research topic. Furthermore, a qualified staff member at the place of employment may be approved to serve as an adjunct faculty on the thesis committee.

Students not interested in pursuing a degree but interested in taking an occasional course may register as special status students by following an abbreviated admissions process. However, only 15 QH earned as a special status student may be applied toward a MS degree.

Minimum Credit Requirements

Every candidate for the MS degree must complete 45 QH of credit, at least 36 of which must be completed at the University of Denver.

Program Structure

Candidates may elect either the thesis or non-thesis option. This choice may be made at any time, although a delay in declaration may impact the completion date. Students who are GTAs or who receive financial support from a University research grant, such as GRAs, are required to elect the thesis option. The program is designed to be completed in about six quarters if two courses (usually 8 QH) are taken each quarter.

Non-Thesis Option

The non-thesis option is the more flexible of the two options. This program is designed with the working professional in mind. For this option, a grade of B or better must be obtained in each course in order for that course to count toward the requirement of 45 QH. An overall minimum GPA of 3.0 is also
required for graduation. Students may only take up to 8 quarter hours of independent study to be counted toward the degree, after approval by their advisor and the Chair. Each student must take a minimum of 24 quarter hours at the 4000-level.

**One Year (four quarters) – Non-thesis Option**

The Department of Electrical and Computer Engineering (ECE) offers a one-year, non-thesis option. Students who select the one-year program will be able to graduate within 12 months, four academic quarters, as there are enough courses offered in each specialization to meet the 20 QH depth requirement. The breadth requirement (14 QH) is fulfilled by taking courses offered in other specializations. In addition, every year courses that satisfy the mathematics requirement (3 QH) are offered. The MS non-thesis structure is shown below. QH in each category denote minimum requirements that must be satisfied. Any changes in the student’s plan of study must be approved a-prior by the student’s advisor.

The basic structure of the minimum 45 QH for the non-thesis option is as follows:

<table>
<thead>
<tr>
<th>Requirements for Non-Thesis Option (minimum QH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirement</td>
</tr>
<tr>
<td>Depth Requirement - Specialization Area</td>
</tr>
<tr>
<td>Mathematics Requirement (requires one approved course at the 3000-level or higher)</td>
</tr>
<tr>
<td>Breadth Requirement</td>
</tr>
<tr>
<td>Total Credits</td>
</tr>
</tbody>
</table>

1 This indicates minimum number of quarter hours. Any credits over the 3 QH from the mathematics courses will count toward the breadth requirement.

**Thesis Option**

A thesis permits a candidate to obtain depth in an area of study and it is especially useful for individuals who seek to pursue a subsequent degree, for example, a PhD degree. Thesis candidates work closely with a thesis advisor. The thesis option is required for all GRAs and GTAs. For this option, a grade of C or better must be obtained in each course in order for that course to count toward the 45 QH hour requirements. An overall minimum GPA of 3.0 is also required for graduation. Students may only take up to 8 quarter hours of independent study to be counted toward the degree. Each student must take a minimum of 16 quarter hours at the 4000-level. The basic structure of the minimum 45 QH for the thesis option is as follows:

<table>
<thead>
<tr>
<th>Requirements for Thesis Option (minimum QH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirement</td>
</tr>
<tr>
<td>Depth Requirement - Specialization Area</td>
</tr>
<tr>
<td>Thesis</td>
</tr>
<tr>
<td>Total Credits</td>
</tr>
</tbody>
</table>

1 The breadth requirement must be pre-approved by the student's advisor.

If a student who has elected to pursue a thesis option, then at any time thereafter elects to change to a non-thesis option, all requirements for the non-thesis must be met. Any independent research taken may be forfeited and students must adhere to the grade requirements of the non-thesis option.

**Breadth Requirement (Non-Thesis and Thesis Option)**

Breadth Requirement courses (each with not less than 3 QH of credit) may be chosen from courses offered in other specialization areas. A course that appears in more than one specialization area may only be counted toward either the specialization requirement or the breadth requirement. The remaining courses are chosen from appropriate courses numbered 3000 or higher, offered by the Department Mechanical & Materials Engineering, Department of Computer Science or NSM (Natural Sciences and Mathematics). Prior approval by the student’s advisor is required. It is strongly recommended that students choose math related courses to satisfy the breadth requirement.

**The MSCpE program offers one area of specialization:**

- Computer Systems Engineering

The student’s degree program will be a combination of the core courses, specialization areas (depth requirement) and the breadth requirement. Each student is required to complete the 2 core courses. Students may choose from any of the courses from their area of specialization but should keep in mind the 4000-level requirement of the degree.

**Core courses for all Computer Engineering Students**

The following courses are required for all computer engineering students:
Specialization in Computer Systems Engineering
This area of specialization prepares students with fundamental and working knowledge of methods for analysis, design, and implementation of intelligent systems (IS). Particular attention is given to signal and information processing in IS, design of IS, and implementation of IS using state-of-the-art technology. This is accomplished through several theoretical courses and applied courses. Students must choose from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENCE 3321</td>
<td>Network Design</td>
<td>4</td>
</tr>
<tr>
<td>ENCE 4231</td>
<td>Embedded Systems Programming</td>
<td>4</td>
</tr>
<tr>
<td>ENCE 4250</td>
<td>Advanced Hardware Description Language (HDL) Modeling and Synthesis</td>
<td>4</td>
</tr>
<tr>
<td>ENCE 4620</td>
<td>Advanced Computer Vision</td>
<td>4</td>
</tr>
<tr>
<td>ENCE 4630</td>
<td>Advanced Pattern Recognition</td>
<td>4</td>
</tr>
<tr>
<td>ENEE 3670</td>
<td>Introduction to Digital Signal Processing</td>
<td>4</td>
</tr>
</tbody>
</table>

Master of Science in Electrical Engineering
The Master of Science in Electrical Engineering (MSEE) is designed to advance the student’s knowledge in several areas of engineering. This degree provides breadth while permitting the student to achieve depth in a specialization area. This specialization area, with thematic sequences of courses, has been selected to coincide with those of high current interest as well as those emerging technologies that hold promise of increasing importance for the future. The purpose of this programs is to serve the profession of engineering and the Colorado community through advanced study in computer engineering, electrical engineering, and other related fields. This program prepares the student for academic and industrial advancement. The program offer a thesis and a non-thesis option.

The Department of ECE offers both part-time and full-time programs. The Department recognizes that a student may be employed full-time while studying for a degree. Therefore, most courses are offered at times and on days that will permit a student to complete the program by taking courses either late in the day or outside normal business hours. The MS degree program can generally be completed in about four years if one course is taken each quarter, but it is usually possible to take two courses per quarter, bringing completion time closer to the more common duration of two years. Also, students who select the one-year non-thesis will be able to graduate within 12 months, four academic quarters. For part-time students who are working in industry positions and who have chosen the thesis option, a topic related to the job function may be acceptable as the thesis research topic. Furthermore, a qualified staff member at the place of employment may be approved to serve as an adjunct faculty on the thesis committee.

Students not interested in pursuing a degree but interested in taking an occasional course may register as special status students by following an abbreviated admissions process. However, only 15 QH earned as a special status student may be applied toward a MS degree.

Minimum Credit Requirements
Every candidate for the MS degree must complete 45 QH of credit, at least 36 of which must be completed at the University of Denver.

Program Structure
Candidates may elect either the thesis or non-thesis option. This choice may be made at any time, although a delay in declaration may impact the completion date. Students who are GTAs or who receive financial support from a University research grant, such as GRAs, are required to elect the thesis option. The program is designed to be completed in about six quarters if two courses (usually 8 QH) are taken each quarter.

Non-Thesis Option
The non-thesis option is the more flexible of the two options. This program is designed with the working professional in mind. For this option, a grade of B or better must be obtained in each course in order for that course to count toward the requirement of 45 QH. An overall minimum GPA of 3.0 is also required for graduation. Students may only take up to 8 quarter hours of independent study to be counted toward the degree, after approval by their advisor and the Chair. Each student must take a minimum of 24 quarter hours at the 4000-level.

One Year (four quarters) – Non-thesis Option
The Department of Electrical and Computer Engineering (ECE) offers a one-year, non-thesis option. Students who select the one-year program will be able to graduate within 12 months, four academic quarters, as there are enough courses offered in each specialization to meet the 20 QH depth requirement. The breadth requirement (14 QH) is fulfilled by taking courses offered in other specializations. In addition, every year courses that satisfy the mathematics requirement (3 QH) are offered. The MS non-thesis structure is shown below. QH in each category denote minimum requirements that must be satisfied. Any changes in the student’s plan of study must be approved a-prior by the student’s advisor.

The basic structure of the minimum 45 QH for the non-thesis option is as follows:
Requirements for Non-Thesis Option (minimum QH)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirement</td>
<td>8</td>
</tr>
<tr>
<td>Depth Requirement - Specialization Area</td>
<td>20</td>
</tr>
<tr>
<td>Mathematics Requirement (requires one approved course at the 3000-level or higher)</td>
<td>3</td>
</tr>
<tr>
<td>Breadth Requirement</td>
<td>14</td>
</tr>
<tr>
<td>Total Credits</td>
<td>45</td>
</tr>
</tbody>
</table>

1 This indicates minimum number of quarter hours. Any credits over the required 3 QH from the mathematics courses will count toward the breadth requirement.

Thesis Option

A thesis permits a candidate to obtain depth in an area of study and it is especially useful for individuals who seek to pursue a subsequent degree, for example, a PhD degree. Thesis candidates work closely with a thesis advisor. The thesis option is required for all GRAs and GTAs. For this option, a grade of C or better must be obtained in each course in order for that course to count toward the 45 QH hour requirements. An overall minimum GPA of 3.0 is also required for graduation. Students may only take up to 8 quarter hours of independent study to be counted toward the degree. Each student must take a minimum of 16 quarter hours at the 4000-level. The basic structure of the minimum 45 QH for the thesis option is as follows:

Requirements for Thesis Option (minimum QH)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirement</td>
<td>8</td>
</tr>
<tr>
<td>Depth Requirement - Specialization Area</td>
<td>16</td>
</tr>
<tr>
<td>Breadth Requirement</td>
<td>6</td>
</tr>
<tr>
<td>Thesis</td>
<td>15</td>
</tr>
<tr>
<td>Total Credits</td>
<td>45</td>
</tr>
</tbody>
</table>

1 The breadth requirement must be pre-approved by the student’s advisor.

If a student who has elected to pursue a thesis option, then at any time thereafter elects to change to a non-thesis option, all requirements for the non-thesis must be met. Any independent research taken may be forfeited and students must adhere to the grade requirements of the non-thesis option.

Breadth Requirement (Non-Thesis and Thesis Option)

Breadth Requirement courses (each with not less than 3 QH of credit) may be chosen from courses offered in other specialization areas. A course that appears in more than one specialization area may only be counted toward either the specialization requirement or the breadth requirement. The remaining courses are chosen from appropriate courses numbered 3000 or higher, offered by the Department Mechanical & Materials Engineering, Department of Computer Science or NSM (Natural Sciences and Mathematics). Prior approval by the student’s advisor is required. It is strongly recommended that students choose math related courses to satisfy the breadth requirement.

The MSEE program offers three areas of specialization:

- Control & Communication Systems
- Electric Power & Energy Systems
- Optics/Optoelectronics/Photonics

Each student must choose an area of specialization. The student’s degree program will be a combination of the core courses, specialization areas (depth requirement) and the breadth requirement. Each student is required to complete the 2 core courses. Students may choose from any of the courses from their area of specialization but should keep in mind the 4000-level requirement of the degree.

Core courses for all Electrical Engineering Students

The following courses are required for all electrical engineering students, regardless of area of specialization:

- ENEE 4640 Electromagnetic Compatibility 4
- ENGR 3620 Advanced Engineering Mathematics 4

Specialization in Control & Communication Systems

This area of specialization prepares students for basic and applied research and development of complex systems, including, electrical, mechanical, bio-inspired, mechatronic systems, robotic systems, and unmanned systems. This is accomplished through several theoretical courses and applied courses. Students must choose from the following courses:

- ENCE 4231 Embedded Systems Programming 4
- ENEE 3670 Introduction to Digital Signal Processing 4
ENGR 3721 & ENGR 3722 Controls and Control Systems Laboratory 4
ENGR 4730 Introduction to Robotics 4
ENGR 4350 Reliability 4
ENGR 4620 Optimization 3,4
ENGR 4735 Linear Systems 4
ENGR 4740 Principles of Adaptive and Optimal Control Systems 4

1 This course may count toward the specialization with advisors pre-approval. This course may not be offered on a regular basis.

Specialization in Electric Power and Energy Systems
This area of specialization prepares students with the basic foundation and advanced knowledge, required for the research and development in the area of power systems, renewable energy systems, and power electronic devices. This is accomplished through several theoretical courses and applied courses. Students must choose from the following courses:

ENGR 3510 Renewable and Efficient Power and Energy Systems 4
ENGR 3540 Electric Power Systems 4
ENGR 3721 & ENGR 3722 Controls and Control Systems Laboratory 4
ENGR 4530 Intro to Power and Energy 4
ENGR 4545 Electric Power Economy 4
ENGR 4560 Power Generation Operation and Control 4
ENGR 4590 Power System Protection 4
ENGR 4735 Linear Systems 4
ENGR 4740 Principles of Adaptive and Optimal Control Systems 4

Specialization in Optics/Optoelectronics/Photonics
This area of specialization prepares students for research, development, and design of devices and systems operating based on wave theory; focusing on laser, optics, light wave devises, and systems.

ENEE 4030 Optoelectronics 4
ENEE 4035 Nanophotonics 4
ENGR 4200 Introduction to Nanotechnology 4
ENCE 4250 Advanced Hardware Description Language (HDL) Modeling and Synthesis 4
ENGR 4735 Linear Systems 4
ENGR 4740 Principles of Adaptive and Optimal Control Systems 4

Master of Science in Mechatronic Systems Engineering
The Master of Science in Mechatronic Systems Engineering (MSMSE) is designed to advance the student's knowledge in several areas of engineering. This degree provides breadth while permitting the student to achieve depth in a specialization area. This specialization area, with thematic sequences of courses, has been selected to coincide with those of high current interest as well as those emerging technologies that hold promise of increasing importance for the future. The purpose of this programs is to serve the profession of engineering and the Colorado community through advanced study in computer engineering, electrical engineering, and other related fields. This program prepares the student for academic and industrial advancement. The program offer a thesis and a non-thesis option.

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Students not interested in pursuing a degree but interested in taking an occasional course may register as special status students by following an abbreviated admissions process. However, only 15 QH earned as a special status student may be applied toward a MS degree.
Minimum Credit Requirements
Every candidate for the MS degree must complete 45 QH of credit, at least 36 of which must be completed at the University of Denver.

Program Structure
Candidates may elect either the thesis or non-thesis option. This choice may be made at any time, although a delay in declaration may impact the completion date. Students who are GTAs or who receive financial support from a University research grant, such as GRAs, are required to elect the thesis option. The program is designed to be completed in about six quarters if two courses (usually 8 QH) are taken each quarter.

Non-Thesis Option
The non-thesis option is the more flexible of the two options. This program is designed with the working professional in mind. For this option, a grade of B or better must be obtained in each course in order for that course to count toward the requirement of 45 QH. An overall minimum GPA of 3.0 is also required for graduation. Students may only take up to 8 quarter hours of independent study to be counted toward the degree, after approval by their advisor and the Chair. Each student must take a minimum of 24 quarter hours at the 4000-level.

One Year (four quarters) – Non-thesis Option
The Department of Electrical and Computer Engineering (ECE) offers a one-year, non-thesis option. Students who select the one-year program will be able to graduate within 12 months, four academic quarters, as there are enough courses offered in each specialization to meet the 20 QH depth requirement. The breadth requirement (14 QH) is fulfilled by taking courses offered in other specializations. In addition, every year courses that satisfy the mathematics requirement (3 QH) are offered. The MS non-thesis structure is shown below. QH in each category denote minimum requirements that must be satisfied. Any changes in the student’s plan of study must be approved a-prior by the student’s advisor.

The basic structure of the minimum 45 QH for the non-thesis option is as follows:

<table>
<thead>
<tr>
<th>Requirements for Non-Thesis Option (minimum quarter hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirement</td>
<td>8</td>
</tr>
<tr>
<td>Depth Requirement - Specialization Area</td>
<td>20</td>
</tr>
<tr>
<td>Mathematics Requirement (requires one approved course at the 3000-level or higher)</td>
<td>3</td>
</tr>
<tr>
<td>Breadth Requirement</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>45</td>
</tr>
</tbody>
</table>

1  This indicates minimum number of quarter hours. Any credits over the required 3 QH from the mathematics courses will count toward the breadth requirement.

Thesis Option
A thesis permits a candidate to obtain depth in an area of study and it is especially useful for individuals who seek to pursue a subsequent degree, for example, a PhD degree. Thesis candidates work closely with a thesis advisor. The thesis option is required for all GRAs and GTAs. For this option, a grade of C or better must be obtained in each course in order for that course to count toward the 45 QH hour requirements. An overall minimum GPA of 3.0 is also required for graduation. Students may only take up to 8 quarter hours of independent study to be counted toward the degree. Each student must take a minimum of 16 quarter hours at the 4000-level. The basic structure of the minimum 45 QH for the thesis option is as follows:

<table>
<thead>
<tr>
<th>Requirements for Thesis Option (minimum quarter hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirement</td>
<td>8</td>
</tr>
<tr>
<td>Depth Requirement - Specialization Area</td>
<td>16</td>
</tr>
<tr>
<td>Breadth Requirement 1</td>
<td>6</td>
</tr>
<tr>
<td>Thesis</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>45</td>
</tr>
</tbody>
</table>

1 The breadth requirement must be pre-approved by the student’s advisor.

If a student who has elected to pursue a thesis option, then at any time thereafter elects to change to a non-thesis option, all requirements for the non-thesis must be met. Any independent research taken may be forfeited and students must adhere to the grade requirements of the non-thesis option.

Breadth Requirement (Non-Thesis and Thesis Option)
Breadth Requirement courses (each with not less than 3 QH of credit) may be chosen from courses offered in other specialization areas. A course that appears in more than one specialization area may only be counted toward either the specialization requirement or the breadth requirement. The remaining courses are chosen from appropriate courses numbered 3000 or higher, offered by the Department Mechanical & Materials Engineering,
Department of Computer Science or NSM (Natural Sciences and Mathematics). Prior approval by the student’s advisor is required. It is strongly recommended that students choose math related courses to satisfy the breadth requirement.

The MSE program offers one area of specialization:

- Robotic Systems

The student’s degree program will be a combination of the core courses, specialization areas (depth requirement) and the breadth requirement. Each student is required to complete the 2 core courses. Students may choose from any of the courses from their area of specialization but should keep in mind the 4000-level requirement of the degree.

Core courses for all Mechatronic Systems Engineering Students

The following courses are required for all mechatronic systems engineering students regardless of area of specialization:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENEE 4640</td>
<td>Electromagnetic Compatibility</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 3620</td>
<td>Advanced Engineering Mathematics</td>
<td>4</td>
</tr>
</tbody>
</table>

Specialization in Robotics Systems

This area of specialization is designed to meet the needs of industry and federal research laboratories for engineers with multidisciplinary experience and ability to design and integrate complex systems requiring knowledge from diverse engineering disciplines. Said differently, mechatronic systems involves integration of mechanical, electrical, and computer engineering to design complex systems that perform real-world tasks. This program includes a broad set of common course requirements along with a selection of appropriate technical electives providing both breadth and depth of knowledge in a student’s area of interest.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENCE 4231</td>
<td>Embedded Systems Programming</td>
<td>4</td>
</tr>
<tr>
<td>ENCE 4250</td>
<td>Advanced Hardware Description Language (HDL) Modeling and Synthesis</td>
<td>4</td>
</tr>
<tr>
<td>ENCE 4620</td>
<td>Advanced Computer Vision</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 3350</td>
<td>Reliability</td>
<td>1</td>
</tr>
<tr>
<td>ENGR 3630</td>
<td>Finite Element Methods</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 4620</td>
<td>Optimization</td>
<td>1</td>
</tr>
<tr>
<td>ENGR 4730</td>
<td>Introduction to Robotics</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 4735</td>
<td>Linear Systems</td>
<td>4</td>
</tr>
<tr>
<td>ENME 4020</td>
<td>Adv Finite Element Analysis</td>
<td>4</td>
</tr>
<tr>
<td>ENMT 4220</td>
<td>Mechatronics II</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 4740</td>
<td>Principles of Adaptive and Optimal Control Systems</td>
<td>4</td>
</tr>
</tbody>
</table>

1 This course may count toward the specialization with advisors preapproval. This course may not or may not be offered on a regular basis.

Doctor of Philosophy in Electrical and Computer Engineering

The objective of the PhD in Electrical and Computer Engineering degree program is to provide an educational environment that encourages students to develop the ability to contribute to the advancement of science, engineering and technology, through independent research. The PhD students of the 21st century may pursue academic, research, entrepreneurial, and/or industrial careers. We offer opportunities to develop individualized plans of study based on the students’ previous experience and desired research areas. The plan of study allows students to work on interdisciplinary research, while also satisfying the PhD in ECE degree requirements.

Research requires an in-depth study of engineering problems with a broad knowledge base in science and engineering. Therefore, advanced courses are offered to strengthen the fundamentals and to broaden the engineering and science perspective. The minimum credit requirements are different for individuals entering a program with a closely related master’s degree and for those entering with a bachelor’s only. All requirements for the degree must be completed within seven years (eight years without a master’s degree) from admission to candidacy. A grade of C or better must be obtained in each course in order for that course to count toward the credit hour requirements. An overall minimum GPA of 3.0 is also required for graduation.

The PhD in ECE is appealing to students because it offers the much needed specialization component and the ‘degree identity’ required to be competitive in the job market. Graduates from this program will be well equipped to follow academic careers, or be hired in federal laboratories, industry and the private sector.

Program requirements

All PhD students who have been admitted to the PhD in ECE program must successfully complete three milestones before the PhD degree can be conferred. These milestones refer to:
• Demonstrating that the student is qualified to begin PhD studies
• Demonstrating that the student may identify and formulate a research problem
• Demonstrating that the student can defend her/his thesis

These three milestones are referred to as the “PhD Qualifying Exam”, the “Comprehensive Exam” (also known as the “PhD Proposal”), and the “Thesis Defense”, respectively.

Coursework requirements
The PhD in ECE does not have specific course requirements. The courses will be assigned by the student’s advisor.

Minimum credit requirements

Students with a Bachelor of Science in Engineering/Science
For students admitted to the PhD program with a bachelor’s degree, 90 QH are required, 72 of which must be completed at the University of Denver. A minimum of 48 QH must be at the 4000-level or higher and may include as many dissertation research hours (Independent Research and Independent Study) as considered appropriate by the advisor. The student with his/her advisor will develop an appropriate plan of study with core requirements, an area of specialization (depth requirement), breadth requirement and advanced mathematics. The core will consist of 8 QH of coursework. The area of specialization will consist of 16 QH of coursework. An additional 6 QH of coursework (excluding independent research) is required as related breadth requirement. The student must complete a minimum of 16 QH at the 4000-level courses, excluding independent research. Prior to completion of the comprehensive exam, the plan of study must be approved by the student’s PhD committee.

If a student is entering the PhD program without a relevant master’s degree, the student should work with their advisor in order to meet the degree requirements for a master’s degree. All requirements for the given master’s degree must be met in order for the students to receive the degree.

A minimum of 48 QH must be at the 4000-level or higher, may include Independent Research or Independent Study as considered appropriate by advisor and assuming a minimum of 16 QH are earned excluding independent research

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirement</td>
<td>8</td>
</tr>
<tr>
<td>Depth Requirement - Specialization</td>
<td>16</td>
</tr>
<tr>
<td>Breadth Requirement</td>
<td>6</td>
</tr>
<tr>
<td>Total Credits</td>
<td>90</td>
</tr>
</tbody>
</table>

The breadth requirement must be pre-approved by the student’s advisor.

Students with a Master of Science in Engineering/Science
If a student is admitted with a closely related master’s degree, up to 45 hours may be transferred and applied to the doctorate degree. A minimum of 36 quarter hours is required at the University of Denver. The student with his or her advisor will develop an appropriate program consisting of a minimum of 28 quarter hours at the 4000-level, which may include as many dissertation research hours (Independent Research and Independent Study) as considered appropriate by the advisor. The student with his or her advisor will develop an appropriate plan of study with an area of specialization, breadth requirements and advanced mathematics. Prior to completion of the comprehensive exam, the student’s plan of study must be approved by the student’s PhD committee.

A minimum of 36QH must be at the 4000-level or higher, may include Independent Research or Independent Study as considered appropriate by advisor

| Requirement                                                     | Credits |
|                                                                |         |
| Student with his or her advisor will develop an appropriate plan | 36      |
| of study with an area of specialization, breadth requirements    |         |
| and advanced mathematics                                        |         |
| Total Credits                                                   | 90      |

Non-coursework Requirements

Qualifying Examination
Each student must demonstrate sufficient breadth and depth of basic engineering knowledge relevant to electrical and computer engineering and be able to demonstrate ability to organize and present her/his thoughts in a convincing manner. The PhD Qualifying Exam achieves this through three components: a written Common Exam of basic engineering knowledge (breadth), two written Specific Area Exams (depth), and an oral Design Exam (breadth, depth, organization and presentation). Failure to pass any component of the PhD Qualifying Exam will prevent the student from continuing in the PhD program.

All PhD students who are admitted into the Department of Electrical and Computer Engineering must pass the PhD Qualifying Exam. There are three components of the PhD Qualifying Exam consisting of four test subject areas. The three components are
PhD Common Exam
This is a common two-hour written exam. Each student, with advice from his/her advisor must choose one of the three subject areas. The Common Exam will be graded as pass/fail; with 70% constituting as passing grade.

• Engineering Mathematics (Calculus, Engineering Analysis, Linear Algebra)
• Circuits and Electronics
• Digital Design, Computer Organization, and HDL

PhD Specific Area Exam
This part of the exam will consist of two written subject area texts lasting two hours each. Students must pick two specific subject areas and cannot be the same subject area as the topic chosen for the PhD Common Exam. The Specific Area Exam will be graded as pass/fail; with 70% constituting as passing grade.

• Digital Design, Computer Organization, and HDL (only if NOT taken for the common component)
• Circuits and Electronics (only if NOT taken for the common component)
• Microprocessors
• Data Structures, Algorithms, & Operating Systems
• Control, Signals & Systems
• Electromagnetics
• Power & Energy Systems
• Optoelectronics/Optical Fiber Communication
• Communication & DSP
• Robotics
• Computer Vision
• Pattern Recognition

PhD Specialization Design Exam
This portion of the exam will be an open-ended design problem developed by the candidate’s advisor. The Design Exam will be based on the candidate’s area of research. This exam will be evaluated by a committee of three faculty (one must be the candidate’s advisor) in both written and oral form. The candidate will have five days to complete the written report and an additional two days to prepare the presentation. If the written design exam is turned in late for any reason, it will be considered as an automatic fail. The Specialization Design Exam will be graded on a pass/fail scale.

The purpose of this design examination is to demonstrate the candidate’s ability to follow good design procedures at the level of an undergraduate senior design course and to explain/justify the tradeoffs that are tantamount to design. For the purposes of this examination, “good design procedures” shall include the following steps as outlined in the DU ENGR 3313, ENGR 3323, ENGR 3333 sequence in the undergraduate curriculum:

• Conceptual Design
• Requirements Analysis
• Specification
• Brainstorming
• Architectural Design
• Detailed Design
• Test and Validation
• Maintenance and Support

In general, it will not be possible to fully execute a design solution to an open-ended design problem in one week. The emphasis of this exam is on the candidate’s ability to complete the above steps to some convincing level of detail, the candidate’s ability to explain/justify the tradeoffs considered at each step of the process, and the candidate’s ability to communicate the completeness of the design exercise to the committee at a level appropriate for a beginning graduate student in engineering. As part of this exercise, comparisons to the existing body of literature are expected.

If a student is unable to pass the PhD Common Exam and/or any of the PhD Specific Area Exams, the student must take the same exam(s) during the second attempt; the student is not allowed to switch subject areas.

All PhD students must attempt the PhD Qualifying Exam by the end of their first year. If a student is unsuccessful at passing all four test areas, the student will be given an additional year to pass the PhD Qualifying Exam. All students must take and pass the PhD Qualifying Exam by the end of their second year. A student shall be considered to have passed the PhD Qualifying Exam only after all four test areas have been successfully completed within the given time constraints identified.
Comprehensive Examination

The purpose of the Comprehensive Examination is to ascertain the potential of the student for PhD quality research. At least two quarters prior to the final defense, the student shall schedule and take the Comprehensive Examination. This oral and written examination will be attended by a minimum of three faculty members, the same faculty who will attend the student’s final dissertation defense. The Comprehensive Exam may be open to other students based on the requirements of the student’s advisor. The student is expected to make a 30 to 40 minute concise presentation on her/his dissertation topic. The oral and written presentation will highlight previous work in this area, demonstrate a need for the given research, and explain how the given research will contribute to the advancement of the area. The student will also present completed work and results, anticipated work and results, and a detailed plan for project completion. In addition, the student will be expected to answer general fundamental questions in the area of her/his concentration and detailed questions in the area of the student’s graduate course work.

The PhD Qualifying Examination must be taken and passed prior to the student taking the Comprehensive Examination. The Comprehensive Examination can be taken at most 2 times. If the student does not pass the Comprehensive Exam on the second try, the student will be terminated from the program. The comprehensive exam will be graded on a pass/fail system, revisions maybe required.

Dissertation

The student is required to complete and defend a dissertation of publishable quality based on the student's original research. The dissertation must be completed in written form in accordance with the University’s Graduate School guidelines. A summary of the dissertation must be presented in a public seminar and subsequently defended by the student in the final oral examination. The examining committee will consist of the student’s entire PhD committee.

Residence Requirement

Enrollment in at least six quarters (four semesters), including at least two consecutive quarters (one semester) of full-time attendance is required for graduation.

PhD Committee

The PhD committee should consist of at least four faculty members. Three faculty members must be from within the student’s specialty area; these can include the student’s advisor, other faculty in that degree program and, if necessary, off-campus experts. Finally, for the final oral defense of the thesis, an oral defense chair, who must be a tenured faculty member outside the Department of Electrical and Computer Engineering and Mechanical and Materials Engineering, needs to be identified in consultation with the DU Graduate Studies Office. The PhD committee must approve the student’s plan of study and research plan and must be in place before the PhD comprehensive exam.

Doctor of Philosophy in Mechatronics Systems Engineering

The objective of the PhD in MSE degree program are to provide an educational environment that encourages students to develop the ability to contribute to the advancement of science, engineering and technology, through independent research. The PhD students of the 21st century may pursue academic, research, entrepreneurial, and/or industrial careers. We offer opportunities to develop individualized plans of study based on the students’ previous experience and desired research areas. The plan of study allows students to work on interdisciplinary research, while also satisfying the PhD in MSE degree requirements.

Research requires an in-depth study of engineering problems with a broad knowledge base in science and engineering. Therefore, advanced courses are offered to strengthen the fundamentals and to broaden the engineering and science perspective. The minimum credit requirements are different for individuals entering a program with a closely related master’s degree and, if necessary, off-campus experts. Finally, for the final oral defense of the thesis, an oral defense chair, who must be a tenured faculty member outside the Department of Electrical and Computer Engineering and Mechanical and Materials Engineering, needs to be identified in consultation with the DU Graduate Studies Office. The PhD committee must approve the student’s plan of study and research plan and must be in place before the PhD comprehensive exam.

Program requirements

All PhD students who have been admitted to the PhD in ECE or PhD in MSE programs must successfully complete three milestones before the PhD degree can be conferred. These milestones refer to:

- Demonstrating that the student is qualified to begin PhD studies
- Demonstrating that the student may identify and formulate a research problem
- Demonstrating that the student can defend her/his thesis

These three milestones are referred to as the “PhD Qualifying Exam”, the “Comprehensive Exam” (also known as the “PhD Proposal”), and the “Thesis Defense”, respectively.
Coursework requirements
The PhD in ENMT does not have specific course requirements. The courses will be assigned by the student's advisor.

Minimum credit requirements

Students with a Bachelor of Science in Engineering/Science
For students admitted to the PhD program with a bachelor's degree, 90 QH are required, 72 of which must be completed at the University of Denver. A minimum of 48 QH must be at the 4000-level or higher and may include as many dissertation research hours (Independent Research and Independent Study) as considered appropriate by the advisor. The student with his/her advisor will develop an appropriate plan of study with core requirements, an area of specialization (depth requirement), breadth requirement and advanced mathematics. The core will consist of 8 QH of coursework. The area of specialization will consist of 16 QH of coursework. An additional 6 QH of coursework (excluding independent research) is required as related breadth requirement. The student must complete a minimum of 16 HQ at the 4000-level courses, excluding independent research. Prior to completion of the comprehensive exam, the plan of study must be approved by the student's PhD committee.

If a student is entering the PhD program without a relevant master's degree, the student should work with their advisor in order to meet the degree requirements for a master's degree. All requirements for the given master's degree must be met in order for the students to receive the degree.

A minimum of 48 QH must be at the 4000-level or higher, may include Independent Research or Independent Study as considered appropriate by advisor and assuming a minimum of 16 QH are earned excluding independent research

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirement</td>
<td>8</td>
</tr>
<tr>
<td>Depth Requirement - Specialization Area</td>
<td>16</td>
</tr>
<tr>
<td>Breadth Requirement ¹</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

¹ The breadth requirement must be pre-approved by the student's advisor.

Students with a Master of Science in Engineering/Science
If a student is admitted with a closely related master's degree, up to 45 hours may be transferred and applied to the doctorate degree. A minimum of 36 quarter hours is required at the University of Denver. The student with his or her advisor will develop an appropriate program consisting of a minimum of 28 quarter hours at the 4000-level, which may include as many dissertation research hours (Independent Research and Independent Study) as considered appropriate by the advisor. The student with his or her advisor will develop an appropriate plan of study with an area of specialization, breadth requirements and advanced mathematics. Prior to completion of the comprehensive exam, the student's plan of study must be approved by the student's PhD committee.

A minimum of 36QH must be at the 4000-level or higher, may include Independent Research or Independent Study as considered appropriate by advisor

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student with his or her advisor will develop an appropriate plan of study with an area of specialization, breadth requirements and advanced mathematics</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

Non-coursework Requirements

Qualifying Examination
Each student must demonstrate sufficient breadth and depth of basic engineering knowledge relevant to electrical and computer engineering and be able to demonstrate ability to organize and present her/his thoughts in a convincing manner. The PhD Qualifying Exam achieves this through three components: a written Common Exam of basic engineering knowledge (breadth), two written Specific Area Exams (depth), and an oral Design Exam (breadth, depth, organization and presentation). Failure to pass any component of the PhD Qualifying Exam will prevent the student from continuing in the PhD program.

All PhD students who are admitted into the Department of Electrical and Computer Engineering must pass the PhD Qualifying Exam. There are three components of the PhD Qualifying Exam consisting of four test subject areas. The three components are:

PhD Common Exam
This is a common two-hour written exam. Each student, with advice from his/her advisor must choose one of the three subject areas. The Common Exam will be graded as pass/fail; with 70% constituting as passing grade.

- Engineering Mathematics (Calculus, Engineering Analysis, Linear Algebra)
- Circuits and Electronics
- Digital Design, Computer Organization, and HDL
PhD Specific Area Exam
This part of the exam will consist of two written subject area texts lasting two hours each. Students must pick two specific subject areas and cannot be the same subject area as the topic chosen for the PhD Common Exam. The Specific Area Exam will be graded as pass/fail; with 70% constituting as passing grade.

- Digital Design, Computer Organization, and HDL (only if NOT taken for the common component)
- Circuits and Electronics (only if NOT taken for the common component)
- Microprocessors
- Data Structures, Algorithms, & Operating Systems
- Control, Signals & Systems
- Electromagnetics
- Power & Energy Systems
- Optoelectronics
- Optical Fiber Communication
- Communication & DSP
- Robotics
- Image Processing & Computer Vision
- Pattern Recognition

PhD Specialization Design Exam
This portion of the exam will be an open-ended design problem developed by the candidate’s advisor. The Design Exam will be based on the candidate’s area of research. This exam will be evaluated by a committee of three faculty (one must be the candidate’s advisor) in both written and oral form. The candidate will have five days to complete the written report and an additional two days to prepare the presentation. If the written design exam is turned in late for any reason, it will be considered as an automatic fail. The Specialization Design Exam will be graded on a pass/fail scale.

The purpose of this design examination is to demonstrate the candidate’s ability to follow good design procedures at the level of an undergraduate senior design course and to explain/justify the tradeoffs that are tantamount to design. For the purposes of this examination, “good design procedures” shall include the following steps as outlined in the DU ENGR 3313, ENGR 3323, sequence in the undergraduate curriculum:

- Conceptual Design
- Requirements Analysis
- Specification
- Brainstorming
- Architectural Design
- Detailed Design
- Test and Validation
- Maintenance and Support

In general, it will not be possible to fully execute a design solution to an open-ended design problem in one week. The emphasis of this exam is on the candidate’s ability to complete the above steps to some convincing level of detail, the candidate’s ability to explain/justify the tradeoffs considered at each step of the process, and the candidate’s ability to communicate the completeness of the design exercise to the committee at a level appropriate for a beginning graduate student in engineering. As part of this exercise, comparisons to the existing body of literature are expected.

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Comprehensive Examination
The purpose of the Comprehensive Examination is to ascertain the potential of the student for PhD quality research. At least two quarters prior to the final defense, the student shall schedule and take the Comprehensive Examination. This oral and written examination will be attended by a minimum of three faculty members, the same faculty who will attend the student’s final dissertation defense. The Comprehensive Exam may be open to other students based on the requirements of the student’s advisor. The student is expected to make a 30 to 40 minute concise presentation on her/his dissertation topic. The oral and written presentation will highlight previous work in this area, demonstrate a need for the given research, and explain how the given research will contribute to the advancement of the area. The student will also present completed work and results, anticipated work and
results, and a detailed plan for project completion. In addition, the student will be expected to answer general fundamental questions in the area of her/his concentration and detailed questions in the area of the student’s graduate course work.

The PhD Qualifying Examination must be taken and passed prior to the student taking the Comprehensive Examination. The Comprehensive Examination can be taken at most 2 times. If the student does not pass the Comprehensive Exam on the second try, the student will be terminated from the program. The comprehensive exam will be graded on a pass/fail system, revisions maybe required.

**Dissertation**

The student is required to complete and defend a dissertation of publishable quality based on the student’s original research. The dissertation must be completed in written form in accordance with the University’s Graduate School guidelines. A summary of the dissertation must be presented in a public seminar and subsequently defended by the student in the final oral examination. The examining committee will consist of the student’s entire PhD committee.

**Residence Requirement**

Enrollment in at least six quarters (four semesters), including at least two consecutive quarters (one semester) of full-time attendance is required for graduation.

**PhD Committee**

The PhD committee should consist of at least four faculty members. Three faculty members must be from within the student’s specialty area; these can include the student’s advisor, other faculty in that degree program and, if necessary, off-campus experts. Finally, for the final oral defense of the thesis, an oral defense chair, who must be a tenured faculty member outside the Department of Electrical and Computer Engineering and Mechanical and Materials Engineering, needs to be identified in consultation with the DU Graduate Studies Office. The PhD committee must approve the student’s plan of study and research plan and must be in place before the PhD comprehensive exam.

**Engineering, Computer Courses**

**ENCE 3220 Microprocessor Systems II (4 Credits)**
Introduction to microprocessors and to the design and operation of computer systems. A study of the microprocessor and its basic support components. Analysis CPU architectures of modern computers. Assembly language programming. Use of an assembler and other development tools for programming and developing microprocessor-based systems. Laboratory. Prerequisite: ENCE 3210.

**ENCE 3231 Embedded Systems Programming (4 Credits)**
Design, construction and testing of microprocessor systems. Hardware limitations of the single-chip system. Includes micro-controllers, programming for small systems, interfacing, communications, validating hardware and software, microprogramming of controller chips, design methods and testing of embedded systems. Prerequisite: ENCE 3220.

**ENCE 3250 HDL Modeling & Synthesis (3 Credits)**
Introduction to Hardware Design Language (HDL). Language syntax and synthesis. Applications related to digital system implementation are developed. Project. Prerequisite: ENCE 2101 or instructor’s permission.

**ENCE 3261 Fault Tolerant Computing (3 Credits)**

**ENCE 3321 Network Design (4 Credits)**
Introduction to network components. Layering of network architecture. Analysis of Local Area Network (LAN) concepts and architecture based on IEEE standards. Design principles including switching and multiplexing techniques, physical link, signal propagation, synchronization, framing and error control. Application of probability and statistics in error detecting and control. Ethernet, Token-ring, FDDI (Fiber Distributed Data Interface), ATM (Asynchronous Transfer Mode), ISDN (Integrated Service Data Networks). Prerequisite: ENEE 3111, ENCE 2101 or permission of instructor.

**ENCE 3501 VLSI Design (3 Credits)**
Design of Very Large Scale Integration systems. Examination of layout and simulation of digital VLSI circuits using a comprehensive set of CAD tools in a laboratory setting. Studies of layouts of CMOS combinational and sequential circuits using automatic layout generators. Fundamental structures of the layout of registers, adders, decoders, ROM, PLA’s, counters, RAM and ALU. Application of statistics and probability to chip performance. CAD tools allow logic verification and timing simulation of the circuits designed. Cross listed with ENCE 4501. Prerequisite: ENCE 3220.

**ENCE 3610 Multimedia Systems (3 Credits)**
Interactive multimedia technologies include hardware, software, standards, concepts and issues, compression, decompression, user interface design, query by content, multimedia indexing, and distributed multimedia.
ENCE 3620 Computer Vision (4 Credits)
This course is an introduction to the basic concepts in image processing and computer vision. First, an introduction to low-level image analysis methods, including radiometry and geometric image formation, edge detection, feature detection, and image segmentation are presented. Then, geometric-based image transformations (e.g., image warping and morphing) for image synthesis will be presented in the course. Furthermore, methods for reconstructing three-dimensional scenes including camera calibration, Epipolar geometry, and stereo feature matching are introduced. Other important topics include optical flow, shape from shading, and three-dimensional object recognition. In conclusion, students learn and practice image processing and computer vision techniques that can be used in other areas such as robotics, pattern recognition, and sensor networks. Cross listed with ENCE 4630. Prerequisite: ENEE 3311.

ENCE 3630 Pattern Recognition (4 Credits)
This class provides an introduction to classical pattern recognition. Pattern recognition is the assignment of a physical object or event to one of several prescribed categories. Applications includes automated object recognition in image and videos, face identification, and optical character recognition. Major topics include Bayesian decision theory, Parametric estimation and supervised learning, Linear discriminant functions, Nonparametric methods, Feature extraction for representation and classification, Support Vector Machines. Cross listed with ENCE 4630.

ENCE 4100 High Speed Digital Design (4 Credits)
Fundamental topics related to the development of high speed digital systems. Topics include signal integrity and reliability related to crosstalk, parasitic, and electromagnetic interference caused by device clocking speed and system complexity. Project. Cross listed with ENCE 3110.

ENCE 4110 Modern Digital Systems Design (4 Credits)
This course focuses on the design of digital systems using combinational, sequential, and programmable logic devices and Hardware Description Languages (HDL). Techniques for logic design including asynchronous logic, physical world interfaces to digital systems, and system performance analysis methods are studied. Students also learn HDL-Verilog to program CPLD devices and FPGA systems. Cross listed with ENCE 3100.

ENCE 4210 Microprocessor Systems I (4 Credits)
Introduction to microprocessors and to the design and operation of computer systems. A study of the microprocessor and its basic support components. Analysis of CPU architectures of modern computers. Assembly language programming. Use of an assembler and other development tools for programming and developing microprocessor-based systems. Cross listed with ENCE 3210.

ENCE 4231 Embedded Systems Programming (4 Credits)
Design, construction and testing of microprocessor systems. Hardware limitations of the single-chip system. Includes micro-controllers, programming for small systems, interfacing, communications, validating hardware and software, microprogramming of controller chips, design methods and testing of embedded systems.

ENCE 4250 Advanced Hardware Description Language (HDL) Modeling and Synthesis (4 Credits)
This course covers advanced concepts in Hardware Description Language (HDL) modeling and Synthesis. It covers topics including but not limited to digital system design, simulation, and synthesis using Verilog HDL and VHDL. The course also covers RTL design, behavioral description, system Verilog, and timing analysis using CAD tools.

ENCE 4501 Advanced VLSI Design (4 Credits)
Advanced techniques in the fabrication and design of VLSI circuits and systems. Modeling of parasitic components. Floor-planning, clock distribution, routing, and low power design. Cross listed with ENCE 3501. Prerequisite: ENCE 3501 or permission of instructor.

ENCE 4601 Detection and Estimation Theory (4 Credits)
The subject of the detection and estimation theory course is on signal and information processing for the purpose of making desired inferences. The purpose of this course is to provide the fundamentals of theory and principles underlying the techniques for such processing. The following topics are involved in this course: receiver operating characteristics, hypothesis testing, Neyman-Pearson theorem, detection of deterministic signals with known parameters in Guassian noise, matched filters principles, detection of random signals with known characteristics, estimator-correlator, linear models, estimation bias, variance, Cramer-Rao bounds and Fisher matrix, Bayesian estimation, maximum likelihood estimation, minimum mean-squared estimation, detection of deterministic signals with unknown parameters, signal parameter estimation, Bayesian approach and generalized likelihood ratio test, detection of random signals with unknown characteristics, unknown noise parameters; signal processing applications. Prerequisite: basic understanding of probability theory and statistics, or permission of instructor.

ENCE 4620 Advanced Computer Vision (4 Credits)
This course covers advanced concepts in image processing and computer vision including but not limited to image radiometry and geometric formation, edge detection, geometric based transformations (e.g., image warping and morphing), camera calibration, Epipolar geometry, and stereo feature matching. Other advanced topics include optical flow, shape from shading, and three-dimensional object recognition. In conclusion, students learn and practice advanced topics in image processing and computer vision techniques that can be used in other areas such as robotics, pattern recognition, and sensor networks. Cross listed with ENCE 3620. Prerequisite: ENEE 3311.

ENCE 4630 Advanced Pattern Recognition (4 Credits)
This class covers advanced topics in pattern recognition including but not limited to Bayesian decision theory, parametric estimation and supervised learning, linear discriminant functions, nonparametric methods, feature extraction for representation and classification, manifold learning, bag of words, and Support Vector Machines. Cross listed with.
ENCE 4680 Time-Frequency Signal Analysis (4 Credits)
This course focuses on time-frequency signal processing methods. Many TFRs and their usefulness in many applications is covered. Course topics include: signals and signal properties; uncertainty principle. Review of 1-D transforms: Fourier transform (FT), group delay, instantaneous frequency. Desirable properties: linear vs. quadratic TFRs. Linear TFRs: Short-time Fourier transform (STFT); Wavelet transform; filter banks. Spectrogram: relation to STFT; tradeoff between TF resolution and cross-term attenuation; application examples. Wigner distribution (WD): definition; properties; signal examples; relation to narrowband ambiguity function; cross-term geometry; applications; Smoothed WDs. Scalogram: relation to wavelet transform; properties; TF resolution' applications. Adaptive TFRs: adaptive spectrogram; positive TFRs; short-time techniques; time-frequency distribution series. Reassignment method; matching pursuit algorithms. TFRs in real-world applications: wireless communications, biomedicine, radar, sonar, detection, estimation, classification, speech processing, image processing, structural health monitoring, and many more. Prerequisites: basic knowledge of signal and systems, and digital signal processing, or permission of instructor.

ENCE 4800 Advanced Topics (CPE) (1-5 Credits)
Various topics in computer engineering as announced. May be taken more than once. Cross-listed with ENCE 3321, ENCE 3620.

ENCE 4900 Machine Learning (4 Credits)
This course provides a broad introduction to machine learning. Topics include: supervised learning (linear regression, logistic regression, parametric/ non-parametric, neural networks, support vector machines); unsupervised learning (clustering, dimensionality reduction, kernel methods); anomaly detection and recommender systems. The course also discusses recent applications of machine learning. Recommended prerequisite: basic probability theory and statistics.

ENCE 4991 Independent Study (1-10 Credits)
ENCE 4992 Directed Study (1-10 Credits)
ENCE 4995 Independent Research (1-18 Credits)

Engineering, Electrical Courses

ENEE 3011 Physical Electronics (4 Credits)
The basic physical concepts of electronics, electrons and holes in semiconductors, transport and optical processes. Concentration on device concepts, including material synthesis and device processing, P-N junction diodes, junctions with other materials, bipolar transistors, field effect transistors (JFET, MESFET, MOSFET) and optoelectronic effect transistors (JFET, MESFET, MOSFET) and optoelectronic devices (lasers, detectors). Prerequisites: CHEM 1010, CHEM 1610, PHYS 1213, PHYS 1214 or permission of instructor.

ENCE 3111 Signals & Systems (4 Credits)
Introduces continuous time and discrete time linear system analysis, Fourier series, Fourier transforms and Laplace transforms. Specific engineering tools for discrete time linear system analysis include discrete time convolution, Z-transform techniques, discrete Fourier transform and fast Fourier transform (DFT/FFT), and the design and analysis of analog and digital filters for real-world signal processing applications. Prerequisites: ENEE 2021, MATH 2070.

ENCE 3141 Digital Communications (3 Credits)
Introductory course on modern digital communication systems. The basic communication system theory, probability and random processes, baseband digital data transmission, coherent and non-coherent digital modulation techniques and analysis of bit error probability. Bandwidth efficiency and transmission of digital data through band-limited channels. Prerequisites: ENEE 3111, ENGR 3610 or permission of instructor.

ENCE 3611 Analysis and Design of Antennas and Antenna Arrays (4 Credits)
Maxwell's equations applied to antenna analysis and design. Topics include fundamental parameters of antennas, radiation integrals and auxiliary potential functions, analysis and design of linear wire antennas, loop antennas, arrays, broadband antennas, frequency independent antennas, aperture antennas and horns. Integrated lab included. Prerequisite: ENEE 2611.

ENCE 3620 Optical Fiber Communications (4 Credits)
A comprehensive treatment of the theory and behavior of basic constituents, such as optical fibers, light sources, photodetectors, connecting and coupling devices, and optical amplifiers. The basic design principles of digital and analog optical fiber transmission links. The operating principles of wavelength-division multiplexing (WDM) and the components needed for its realization. Descriptions of the architectures and performance characteristics of complex optical networks for connecting users with a wide range of transmission needs (SONET/SDH). Discussions of advanced optical communication techniques, such as soliton transmission, optical code-division multiplexing (optical CDMA) and ultra-fast optical time-division multiplexing (OTDM). Laboratory. Cross listed with ENEE 4620. Prerequisite: ENEE 3030 or permission of instructor.

ENCE 3641 Introduction to Electromagnetic Compatibility (4 Credits)
The study of the design of electronic systems so that they operate compatibly with other electronic systems and also comply with various governmental regulations on radiated and conducted emissions. Topics may include Electromagnetic Compatibility (EMC) requirements for electronic systems; non-ideal behavior of components; radiated emissions and susceptibility; conducted emissions and susceptibility; shielding and system design for EMC. Includes integrated lab. Cross listed with ENEE 4640. Prerequisites: ENEE 3111, ENEE 2611 and ENEE 2222.

ENCE 3660 Communications Systems Design (4 Credits)
Design and performance evaluation of terrestrial and space communications systems; error correction coding; spread spectrum communication; link budget analysis and environmental effects. System design considerations include engineering judgment decisions to implement optimum communication configurations such as data rates, bandwidth, modulation schemes and operating frequencies. Prerequisite: ENEE 3130.
ENEE 3670 Introduction to Digital Signal Processing (4 Credits)
Introduction to the theory and applications of Digital Signal Processing. Special attention is paid to the fast Fourier transform and convolution and to the design and implementation of both FIR and IIR digital filters. Prerequisite: ENEE 3111.

ENEE 4030 Optoelectronics (4 Credits)
Optical fibers: structures, waveguiding, and fabrication; attenuation and dispersion; optical sources (LED, LASER, Fiber laser); power launching and coupling; photodetectors (APD, PIN, MSM); and practical optical transmitter and receivers. Cross listed with ENEE 3030.

ENEE 4035 Nanophotonics (4 Credits)
Nanophotonics provides high-speed, high-bandwidth, and ultra-small optoelectronic components. This course covers nanoscale processes, devices and their applications for harnessing and manipulating light on the nanoscale.

ENEE 4141 Digital Communications (4 Credits)
Introductory course on modern digital communication systems. The basic communication system theory, probability and random processes, baseband digital data transmission, coherent and non-coherent digital modulation techniques and analysis of bit error probability. Bandwidth efficiency and transmission of digital data through band-limited channels.

ENEE 4116 Advanced Digital Signal Processing Topics (4 Credits)
Study of linear discrete-time systems used to perform operation on random processes for the purposes of signal detection, estimation, spectral estimation, enhancement and parametric modeling of signals and systems, linear difference equations, Z-transforms, random sequences, state variables, matched filtering, Wiener filtering. Prerequisite: ENEE 3670.

ENEE 4460 Real-Time Digital Signal Processing (4 Credits)
Digital signal processing algorithms and processing of discrete data, finite word length effects on filters, fixed point arithmetic and floating-point arithmetic. Overview of different architectures of digital signal processors. Programming of the DSP processor, implementation of DSP algorithms on DSP hardware in labs. Prerequisite: ENEE 3111, ENEE 3670, or ENEE 3210.

ENEE 4620 Adv Optical Fiber Comm (4 Credits)
A comprehensive treatment of the theory and behavior of basic constituents, such as optical fibers, light sources, photodetectors, connecting and coupling devices, and optical amplifiers. The basic design principles of digital and analog optical fiber transmission links. The operating principles of wavelength-division multiplexing (WDM) and the components needed for its realization. Descriptions of the architectures and performance characteristics of complex optical networks for connecting users who have a wide range of transmission needs (SONET/SDH). Discussions of advanced optical communication techniques, such as soliton transmission, optical code-division multiplexing (optical CDMA), and ultra-fast optical time division multiplexing (OTDM). Advanced Project. Cross listed with ENEE 3620. Prerequisite: instructor permission.

ENEE 4625 Radio over Fiber Comms. (4 Credits)
This course provides a technical overview of optical networking. It gives students a solid understanding of optical networking field principles and practice. Underlying principles are reviewed along with common optical solutions and practices. It explains and provides practical tips on how to design and implement Networks. Examples are used to demonstrate key concepts of ATM, SONET/SDH and DWDM implementation. Prerequisite: ENEE 3011 or instructor approval.

ENEE 4630 Optical Networking (4 Credits)
This course provides a technical overview of optical networking. It gives students a solid understanding of optical networking field principles and practice. Underlying principles are reviewed along with common optical solutions and practices. It explains and provides practical tips on how to design and implement Networks. Examples are used to demonstrate key concepts of ATM, SONET/SDH and DWDM implementation. Prerequisite: ENEE 3011 or instructor approval.

ENEE 4635 Optical Wireless Communications (OWC) (4 Credits)
This course describes addressing important issues in optical wireless theory, including coding and modulation techniques for optical wireless, wireless optical CDMA communication systems, Optical MIMO systems and optical wireless technology such as visible light communications, IR links and sensor networks. Project in OWC. No prerequisite.

ENEE 4640 Electromagnetic Compatibility (4 Credits)
The study of the design of electronic systems so that they operate compatibly with other electronic systems and also comply with various governmental regulations on radiated and conducted emissions. Topics may include: Electromagnetic Compatibility (EMC) requirements for electronic systems; non-ideal behavior of components; radiated emissions and susceptibility; conducted emissions and susceptibility; shielding and system design for EMC. Final Project. Cross listed with ENEE 3641.

ENEE 4650 Radio Frequency Design in the Wireless World (4 Credits)
Topics include the following: basic concepts in Radio Frequency design and communications, transceiver architectures, low-noise amplifiers, mixers, oscillators, phase-locked loops, power amplifiers, and transceiver design examples. Final Project. Prerequisites: ENEE 2611, ENEE 2222, and ENEE 3111 or equivalents.

ENEE 4800 Advanced Topics (EE) (1-5 Credits)
Various advanced topics in electrical engineering as announced. May be taken more than once. Cross-listed with ENEE 3035.
ENEE 4991 Independent Study (1-10 Credits)
ENEE 4992 Directed Study (1-10 Credits)
ENEE 4995 Independent Research (1-18 Credits)
ENEE 6991 Ph.D Independent Study (1-10 Credits)
ENEE 6995 Ph.D Independent Research (1-10 Credits)

Engineering Courses

ENGR 3210 Intro Nano-Electro-Mechanics (4 Credits)
Familiarize science and engineering students with the electromechanical aspects of the emerging field of Nanotechnology (NEMS). NEMS is a relatively new and highly multidisciplinary field of science and technology with applications to state of the art and future sensors, actuators, and electronics. Starting with an overview of nanotechnology and discussion on the shifts in the electromechanical behavior and transduction mechanisms when scaling the physical dimensions from centimeters to micro-meters and then down to nanometers. Several electromechanical transduction mechanisms at the micro and nanoscale are presented and discussed in an application based context. New electromechanical interactions appearing in the nano and molecular scale, such as intra-molecular forces and molecular motors, are discussed. A detailed discussion and overview of nanofabrication technologies and approaches are also provided. Cross listed with ENGR 4210. Prerequisite: must be an engineering or science major of at least junior standing.

ENGR 3510 Renewable and Efficient Power and Energy Systems (4 Credits)
This course introduces the current and future sustainable electrical power systems. Fundamentals of renewable energy sources and storage systems are discussed. Interfaces of the new sources to the utility grid are covered. Prerequisite: ENEE 2021.

ENGR 3520 Introduction to Power Electronics (4 Credits)
This covers fundamentals of power electronics. We discuss various switching converters topologies. Basic knowledge of Efficiency and small-signal modeling for the DC-DC switching converters is covered. Furthermore, magnetic and filter design are introduced. Prerequisites: ENEE 2211 and ENGR 3722.

ENGR 3525 Power Electronics and Renewable Energy Laboratory (1 Credit)
In this course the fundamentals of switching converters and power electronics in a real laboratory set-up are covered. The course incorporates hardware design, analysis, and simulation of various switching converters as a power processing element for different energy sources. The energy sources are power utility, batteries, and solar panels. Prerequisite: ENGR 3520.

ENGR 3540 Electric Power Systems (4 Credits)
This course covers methods of calculation of a comprehensive idea on the various aspects of power system problems and algorithms for solving these problems. Prerequisite: ENGR 3530.

ENGR 3550 Introduction to Machine Drive Control (4 Credits)
This course provides the basic theory for the analysis and application of adjustable-speed drive systems employing power electronic converters and ac or dc machines. Prerequisites: ENGR 3520 and ENGR 3530.

ENGR 3560 Engineering Analysis (3 Credits)
Applied mathematics for engineers. Generalized Fourier analysis, complex variables, vector calculus, introduction to Bessel functions, and applied probability and statistics. Cross listed with ENGR 3620. Prerequisites: MATH 2070, MATH 2080.

ENGR 3620 Advanced Engineering Mathematics (4 Credits)

ENGR 3630 Finite Element Methods (4 Credits)
Introduction to the use of finite element methods in one or two dimensions with applications to solid and fluid mechanics, heat transfer and electromagnetic fields; projects in one or more of the above areas. Prerequisite: ENGR 3610 or equivalent.

ENGR 3721 Controls (3,4 Credits)
Modeling, analysis and design of linear feedback control systems using Laplace transform methods. Techniques and methods used in linear mathematical models of mechanical, electrical, thermal and fluid systems are covered. Feedback control system models, design methods and performance criteria in both time and frequency domains. A linear feedback control system design project is required. Prerequisites: ENEE 2021, ENGR 3610 or permission of instructor.

ENGR 3722 Control Systems Laboratory (1 Credit)
This laboratory course serves as supplement to ENGR 3721. It aims at providing “hands on” experience to students. It includes experiments on inverted pendulum, gyroscopes, motor control, feedback controller design, time-domain and frequency domain. Corequisite: ENGR 3721.

ENGR 3730 Robotics (3 Credits)
Introduction to the analysis, design, modeling and application of robotic manipulators. Review of the mathematical preliminaries required to support robot theory. Topics include forward kinematics, inverse kinematics, motion kinematics, trajectory control and planning, and kinetics. Cross listed with ENGR 4730. Prerequisites: ENME 2520 and MATH 2060 or MATH 2200 or permission of instructor.
ENGR 3731 Robotics Lab (1 Credit)
Laboratory that complements the analysis, design, modeling and application of robotic manipulators. Implementation of the mathematical structures required to support robot operation. Topics include forward kinematics, inverse kinematics, motion kinematics, trajectory control and planning and kinetics. Applications include programming and task planning of a manufacturing robot manipulator. Corequisite: ENGR 3730 or permission of instructor.

ENGR 3800 Topics (ENGR) (1-4 Credits)
Special topics in engineering as announced. May be taken more than once. Prerequisite: varies with offering.

ENGR 3900 Engineering Internship (0-4 Credits)
Students in engineering may receive elective credit for engineering work performed for engineering employers with the approval of the chair or associate chair of the department. At the end of the term, a student report on the work is required, and a recommendation will be required from the employer before a grade is assigned. Junior, senior, or graduate status in engineering is normally required. May not be used to satisfy technical requirements. May be taken more than one for a maximum of 6 quarter hours. Prerequisite: permission of instructor.

ENGR 3951 Engineering Assessment II (0 Credits)
Students in Mechanical Engineering must register for and take the Fundamentals of Engineering Examination (FE). All students must complete an engineering exit interview and other assessment related tasks. To be taken in the last quarter of attendance.

ENGR 3970 Entrepreneurship for Engineers and Computer Scientists (4 Credits)
The course presents an overview of fundamentals of understanding entrepreneurship and entrepreneurial characteristics; the focus is on aspects of engineering entrepreneurship, technology-based innovation and new product development. Topics to be covered: learning an industry; recognizing and creating opportunities; new product development process, phases and cycle, risks and benefits; ‘testing’ of an engineering-focused business concept; marketing, organizational plan strategies and financing for new start ups. Special attention is given to technological innovation, considering both incremental or routine innovation, and more radical or revolutionary changes in products and processes. Prerequisite: ENGR 3610 or permission of the instructor.

ENGR 4100 Instrumentation and Data Acquisition (4 Credits)
Cross listed with ENGR 3100.

ENGR 4200 Introduction to Nanotechnology (4 Credits)
The most important recent accomplishments so far in the application of nanotechnology in several disciplines are discussed. Then a brief overview of the most important instrumentation systems used by nanotechnologists is provided. The nature of nanoparticles, nanoparticle composites, carbon nanostructures, including carbon nanotubes and their composites is subsequently discussed. The course also deals with nanopolymers, nanobiological systems, and nanoelectronic materials and devices. The issues of modeling of nanomaterials and nanostructures is also covered. Multiscale modeling based on finite element simulations, Monte Carlo methods, molecular dynamics and quantum mechanics calculations are briefly addressed. Most importantly, students should obtain appreciation of developments in nanotechnology outside their present area of expertise. Cross listed with ENGR 3200.

ENGR 4210 Introduction to Nano-Electro-Mechanical-Systems (4 Credits)
This course familiarizes science and engineering students to the electromechanical aspects of the emerging field of Nanotechnology (NEMS). NEMS is a relatively new and highly multidisciplinary field of science and technology with applications in the state of the art and future sensors, actuators, and electronics. This course starts with an overview of nanotechnology and discussion on the shifts in the electromechanical behavior and transduction mechanisms when scaling the physical dimensions from centimeters to micro-meters and then down to nanometers. Several electromechanical transduction mechanisms at the micro and nanoscale are presented and discussed in an application based context. New electromechanical interactions appearing in the nano and molecular scale, such as intra-molecular forces and molecular motors, are discussed. A detailed discussion and overview of nanofabrication technologies and approaches are also provided. Cross listed with ENGR 3210.

ENGR 4215 Nanoscale Electromechanical Systems and Nanofabrication Laboratory (4 Credits)
This course provides science and engineering students with comprehensive hands-on experience in design, fabrication and characterization of Nanoscale Electromechanical Systems (NEMS). This laboratory-based course starts with a number of sessions including brief lectures reviewing the fundamentals and theories followed by pre-designed lab experiments. The students are then provided with a choice of different comprehensive design and implementation projects to be performed during the quarter. The projects include design, layout, fabrication, and characterization of the devices potentially resulting in novel findings and publications.

ENGR 4220 Introduction to Micro-Electro-Mechanical-Systems (4 Credits)
This course introduces students to the multi-disciplinary field of Micro-Electro-Mechanical-Systems (MEMS) technology, MEMS and Microsystem technology is the integration of micro-scale electro-mechanical elements, sensors, actuators, and electronics on a common substrate or platform through semiconductor microfabrication technologies. The course gives a brief overview of the involved physical phenomena, electromechanical transduction mechanisms, design principles, as well as fabrication and manufacturing technologies. Cross listed with ENGR 3220.

ENGR 4300 Advanced Numerical Methods (4 Credits)
Fundamental and advanced numerical methods to approximate mathematical problems for engineering applications using modern software such as Matlab. Topics include numerical differentiation and integration, solution to linear and non-linear equations, ordinary and partial differential equations, and initial, boundary, and eigen value problems. Recommended prerequisite: MATH 2070.
ENGR 4350 Reliability (4 Credits)
An overview of reliability-based design. Topics include: fundamentals of statistics, probability distributions, determining distribution parameters, design for six sigma, Monte Carlo simulation, first and second order reliability methods (FORM, SORM). Most Probable Point (MPP) reliability methods, sensitivity factors, probabilistic design. Cross listed with ENGR 3350.

ENGR 4530 Intro to Power and Energy (4 Credits)
Basic concepts of AC systems, single-phase and three-phase networks, electromechanical energy conversion, electric power generation, transformers, transmission lines, AC machinery, DC motors, and contemporary topics in power and energy conversion. Cross listed with ENGR 3530.

ENGR 4545 Electric Power Economy (4 Credits)
This course covers economy aspects of electric power industry and the implications for power and energy engineering in the market environment. Cross listed with ENGR 3545. Prerequisite: ENGR 3530 or ENGR 4530.

ENGR 4550 Probabilistic Methods in Electric Power Systems (4 Credits)
The course covers techniques for probabilistic power system analysis and design, power system reliability, probabilistic structural design and analysis of transmission lines, analysis and assessment of transmission line reliability, probability-based power system design criteria, probabilistic load-flow studies and probabilistic power system stability. Prerequisites: ENGR 3540 or equivalent; permission of instructor; knowledge of MATLAB/Simulink is required.

ENGR 4560 Power Generation Operation and Control (4 Credits)
This course covers economic dispatch of thermal units and methods of solution; transmission system effects; generate with limited energy supply; production cost models; control of generation; interchange of power and energy; power system security; state estimation in power systems; optimal power flow. Prerequisite: ENGR 4540.

ENGR 4590 Power System Protection (4 Credits)
This course covers methods of calculation of fault currents under different types of fault; circuit breakers, current transformers, potential transformers; basic principles of various types of relays; applications of relays in the protection of generator, transformer, line, and bus, etc. Prerequisite: ENGR 4540.

ENGR 4620 Optimization (3,4 Credits)
Engineering problems will be formulated as different programming problems to show the wide applicability and generality of optimization methods. The development, application, and computational aspects of various optimization techniques will be discussed with engineering examples. The application of nonlinear programming techniques will be emphasized. A design project will be assigned.

ENGR 4730 Introduction to Robotics (4 Credits)
Introduction to the analysis, design, modeling and application of robotic manipulators. Review of the mathematical preliminaries required to support robot theory. Topics include forward kinematics, inverse kinematics, motion kinematics, trajectory control and planning, and kinetics. Applications include programming and task planning of a manufacturing robot manipulator. Cross listed with ENGR 3730. Prerequisites: ENME 2520 and MATH 2060 or MATH 2200 or instructor approval.

ENGR 4735 Linear Systems (4 Credits)
This course focuses on linear system theory in time domain. It emphasizes linear and matrix algebra, numerical matrix algebra and computational issues in solving systems of linear algebraic equations, singular value decomposition, eigenvalue-eigenvector and least-squares problems, linear spaces and linear operator theory. It studies modeling and linearization of multi-input/multi-output dynamic physical systems, state-variable and transfer function matrices, analytical and numerical solutions of systems of differential and difference equations, structural properties of linear dynamic physical systems, including controllability, observability and stability. It covers canonical realizations, linear state-variable feedback controller and asymptotic observer design, and the Kalman filter. Cross listed with ENGR 3735. Prerequisites: ENGR 3610, ENGR 3721/3722, or permission of the instructor.

ENGR 4740 Principles of Adaptive and Optimal Control Systems (4 Credits)
This course covers fundamentals of adaptive and optimal control systems. Topics to be covered include: i) From adaptive control: parameter estimation, model reference adaptive systems, self-tuning regulators, gain scheduling, stability, alternatives to adaptive control; ii) From optimal control: principles and methods of optimal control, performance measures, dynamic programming, calculus of variations, Pontryagin's principle, variational approach to optimal control problems, optimal linear regulators with quadratic criteria, time and fuel optimal systems. Prerequisites: ENEE 3111, ENGR 3610, and ENGR 3721. Students must have knowledge of MATLAB.

ENGR 4745 Adv Non-Linear Control System (3 Credits)
Limit cycles; functional analysis approach to input-output stability; analysis/synthesis of time-varying systems; feedback linearization, bang-bang control. Prerequisite: ENGR 3721.

ENGR 4810 Advanced Topics (ENGR) (1-5 Credits)

ENGR 4991 Independent Study (1-5 Credits)

ENGR 4992 Directed Study (1-10 Credits)

ENGR 4995 Independent Research (1-18 Credits)

ENGR 5991 Independent Study (1-10 Credits)

ENGR 5995 Independent Research (1-18 Credits)
Master's and Doctoral Degrees

Why study engineering at the University of Denver?

The University of Denver's department of mechanical and materials engineering (MME) is creating the future of technology by providing a graduate education emphasizing cross-disciplinary knowledge. A distinguished faculty is creating multidisciplinary education and research programs that anticipate technological trends in research and industry. Engineering graduate students join the faculty in conducting cutting-edge research in emerging disciplines to develop unique solutions to old and new problems and opportunities.

The well-equipped laboratories in the department contain state-of-the-art equipment and software to support research in biomedical engineering, advanced materials, atmospheric aerosol science, and mechanical design among others. Small classes support our multidisciplinary and real-time focus by providing close contact between students and faculty, which allows us to meet students' individual career goals.

Recognizing the different aims and goals of students, we offer joint degree programs in management and engineering for students who wish to add to their technical skills and acquire business skills. The general engineering graduate student can choose courses from mechanical engineering, electrical engineering, computer engineering, computer science, nanoscale science and engineering, materials science, and bioengineering.

Denver is a first-rate location for business, governmental and laboratory partnerships, and technology employment. The Colorado Front Range is consistently rated as one of the top high-tech areas in the country, and the University of Denver is located just minutes from the Denver Technological Center, site of many top technology companies. The department of mechanical and materials engineering is committed to active collaboration with these industry leaders. As a result, our students graduate with relevant research experience and a network of employment contacts in the technology sector.

Time Commitment

Our department recognizes that a student may be employed full-time while studying for a degree. Therefore, most courses are offered at times and on days that will permit a student to complete the program by taking courses either late in the day or outside normal business hours. Many employers will permit additional flexibility by releasing employees early to attend classes.

The master's program offer thesis and non-thesis options and can be completed in one (non-thesis track only) to four years depending on the number of courses taken per quarter. The choice of thesis or non-thesis can be made at any time, although a delay in declaration may impact the completion date.

The doctoral program is generally completed in three to seven years, depending on the number of courses taken per quarter and whether the student enters with a BS or MS.

A student not interested in pursuing a degree, but interested in taking an occasional course, may register as special status students (http://www.du.edu/learn/graduates/degreeprograms) by following an abbreviated admissions process. If at a later time the student chooses to enter a graduate degree program at DU, you may apply up to 15 special status credits to your degree, with departmental approval. Just follow the regular graduate application requirements, including submitting the application fee, to get started.

ADMISSION TO THE MASTER'S AND DOCTORAL DEGREES

Following are the simple steps to apply for graduate study in Mechanical and Materials Engineering (MME) at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines

- Applications (https://du-grad.edu.185r.net/application) for graduate study in Mechanical and Materials Engineering at the University of Denver must be submitted online.
- Applicants are encouraged to submit all materials to the Office of Graduate Studies by the priority deadline: February 1, for the fall quarter.
- Applications received after the priority deadline will be accepted, processed and reviewed on a rolling basis for the fall, winter or spring quarters. International applicants are encouraged to have the admission application and all supporting documents in the Office of Graduate Studies by the deadline or no later than May 1, for fall admission.
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.
- **Note for PhD Applicants:** We recommend PhD applicants contact faculty to find a research advisor BEFORE submitting the application. If we receive an application and there is no research advisor commitment, we will consider the applicant for the master's program only. To learn more about the faculty research being conducted, a list of our most recent grants and faculty contact information can be found on the MME Research (http://www.du.edu/rsecs/departments/mme/research) tab.
Course and Degree Prerequisites and Requirements

- Proof of a bachelor’s, and, if applicable, a master’s degree is required from a regionally accredited college or university.
- Please see the Degree Requirements sections in the department bulletin for specific prerequisite requirements.

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
- The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
- Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early. Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.
- The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.

Test Scores

- The Graduate Record Examination (GRE) is required. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. The institution code for the University of Denver is 4842.

Language Proficiency

- Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) for complete English language proficiency requirements.
- Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

Personal Statement

- A personal statement of at least 300 words is required. The statement should be submitted via upload through the online application process.

Resume / C.V.

- A resume or C.V. is required. This should include work experience, research, and/or volunteer work. The resume or C.V. should be submitted via upload through the online application process.

Recommendation Letters

- Two letters of recommendation are required. These letters should be solicited and uploaded by recommenders through the online application system. Letters must be received by the program’s stated deadline.

Financial Support

- To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.
- Information about financial aid can be found on the Office of Financial Aid (http://www.du.edu/apply/gradfinaid) website. International students are not eligible for federal financial aid.
The Department of Mechanical and Materials Engineering also offers a number of competitive graduate teaching assistantships (GTAs) that provide full tuition remission along with a stipend for the nine-month academic year (three academic quarters). Priority for these GTAs is given to PhD and masters-thesis students. It should be noted that a student whose undergraduate degree is not in engineering is not typically eligible for a GTA upon entry.

Graduate research assistantships (GRAs), either with or without tuition remission, are awarded by individual faculty based on available funding.

Application Status

We encourage you to be actively engaged in the admission process. You can check your application status online at https://webcentral.du.edu.

Mailing Address

Mail official transcripts and any supplemental admission materials not submitted with the online application to:

University of Denver
Office of Graduate Studies
Mary Reed Building, Room 5
2199 S. University Blvd.
Denver, CO 80208-4802

International Applicants

For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information. International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline. The Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) provides complete details regarding admission requirements.

Degree Programs

The following are our general engineering degrees. Please see the Mechanical and Materials Engineering Programs for our other graduate engineering degrees.

- Master of Science in Engineering (MS ENGE)
- Master of Science in Engineering with a Concentration in Management (MS ENGE (CM))
- Doctor of Philosophy in Engineering (PhD ENME)

Master of Science in Engineering

The Master of Science in Engineering (MS ENGE) is designed to advance the knowledge of students in areas differing from those in which they received their bachelor’s degree. The program is particularly intended for students with bachelor’s degrees in the natural sciences, mathematics, computer science or engineering who are making a change of discipline or wanting to develop expertise in an engineering area, often one that is of emerging importance or interdisciplinary in nature. The program combines a solid background in an area of engineering with a distinctly personal specialization. It enables the student to focus on a particular area of engineering, while providing breadth through its flexible minor or technical elective requirement addressing the student’s specific interests.

A master’s in engineering with a concentration in management (CM) is also offered (see below). These engineering and management courses are focused on developing core knowledge and competencies in innovation and entrepreneurship, and providing concrete tools to successfully translate ideas and initiative into marketplace success.

Program Structure (non-management)

1. Every candidate for this degree must complete 45 credits, at least 36 of which must be completed at the University of Denver.
2. A minimum of six 4000-level courses of at least three credits each are required for non-thesis track; four 4000-level courses of at least three credits each are required for thesis track.
3. No courses at the 1000- or 2000-level are acceptable.
4. An overall GPA of 3.0 is required for the degree.
5. Any individual grade lower than C- renders the credit unacceptable.
6. Students who have completed the required 45 credits and are still working on a thesis or project are eligible for Continuous Enrollment to maintain active student status at the University. Students working on internships are not eligible for Continuous Enrollment.
7. Master’s degree candidates are expected to complete degree requirements no later than five years after beginning their programs. These programs are designed to be completed in about six quarters if two courses (eight credits) are taken each quarter.
8. International students must enroll in at least eight credits each quarter to maintain full-time status, except during the annual vacation term (usually the summer quarter) or the final quarter of study that requires fewer credits than the minimum full-time enrollment to complete the program. Failure to maintain full-time enrollment is a violation of student status and may result in the termination from the program. Based on the recommendation
of the academic advisor, an international student advisor may authorize the student to drop below full-time status for academic reasons specifically permitted under immigration regulations. However, academic authorizations may only be given once per degree level and are usually issued during the first term of study.

Course Requirements

1. Core Courses: a minimum of nine credits (two courses from ME, MTSC, ENBI or ECE Core Course List; no more than one course from a single discipline) plus the required courses.

2. Required Courses: All master's students are required to take ENME 4900 Graduate Professional Development in the first year (this will be offered once a year; usually in winter quarter) and ENME 4950 Graduate Assessment in the last quarter of study. **NOTE:** Students on the thesis track are required to complete a written self-reflection on their thesis and upload the report to Assess-It along with thesis, defense presentation slides, and the completed and signed degree program plan before graduation. Students on the non-thesis track are required to upload to Assess-It an assembled portfolio that includes reports from at least two course projects or homework from the core courses, a mini-proposal and presentation slides from ENME 4950 along with the completed and signed degree program plan.

3. Technical Electives: a minimum of 16 credits for thesis track and 28 credits for non-thesis track. These do not include independent research credits.
   a. Technical electives must be in engineering (bioengineering, mechanical engineering, materials science, etc.) or related areas (mathematics, computer science, physics, chemistry, etc.) and are at the advisor's discretion.
   b. A students may take one business/management course as a technical elective. Special permission should be obtained in writing from the advisor PRIOR TO REGISTRATION if more than one business/management course is taken.

4. Advanced Math Requirement: a minimum of three credits for thesis track and six credits for non-thesis track from the Core Course List or advisor approval.

5. Thesis Hours: a minimum of 12 credits; not allowed for non-thesis track.

MS ENGE Thesis/Non-thesis Minimum Credit Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Thesis Credits</th>
<th>Non-Thesis Credits</th>
<th>CM Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Technical Electives</td>
<td>16</td>
<td>28</td>
<td>16</td>
</tr>
<tr>
<td>Management Electives</td>
<td>NA</td>
<td>NA</td>
<td>12</td>
</tr>
<tr>
<td>Advanced Math</td>
<td>3</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Thesis</td>
<td>12</td>
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<td>NA</td>
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<tr>
<td>Total Credits Required</td>
<td>45</td>
<td>45</td>
<td>45</td>
</tr>
</tbody>
</table>

**Required Core Courses**

- ENME 4900 Grad Professional Development (Graduate Professional Development) 1
- ENME 4950 Graduate Assessment (Graduate Assessment) 0

**Mechanical Engineering Core Courses**

- ENGR 3630 Finite Element Methods 4
- ENME 3545 Mechanisms 4
- ENME 3651 Computational Fluid Dynamics 4
- ENME 4020 Adv Finite Element Analysis 4
- ENME 4520 Intermediate Dynamics (Intermediate Dynamics) 4
- ENME 4541 Advanced Mechanics of Materials (Advanced Mechanics of Materials) 4
- ENME 4630 Viscous Flow (Viscous Flow) 4
- ENME 4670 Advanced Computational Fluid Dynamics 4
- ENME 4800 Advanced Topics (ME) (Convective Heat Transfer) 4

**Bioengineering Core Courses**

- ENBI 4500 Biofluids 4
- ENBI 4510 Biomechanics 4
- ENBI 4520 Introduction to Cardiovascular Engineering (Intro to Cardiovascular Engineering) 4
- ENBI 4800 Adv Topics (Bioengineering) (Computational Biomechanics) 4

**Materials Science Core Courses**

- ENGR 4200 Introduction to Nanotechnology 4
- ENME 4400 Fatigue 4
- MTSC 4010 Mechanical Behavior of Materials 4
- MTSC 4020 Composite Materials I 4
Master of Science in Engineering with a Concentration in Management

The degree of Master of Science in Engineering allows students to pursue a concentration in management (MS ENGE (CM)). This is an engineering degree with both engineering and management focuses. The concentration in management is designed to meet the increasing needs of students to enhance their career opportunities as managers or as entrepreneurs by supplementing advanced engineering knowledge with a fundamental understanding of business principles within the context of technology enterprises. Drawing upon the strengths of both RSECS and the Daniels College of Business, the program provides the relevant content for graduates to lead technology enterprises. Candidates for the degree of master of science with a concentration in management will be on non-thesis track only.

Program Structure (management focus)

1. Every candidate for this degree must complete 45 credits, at least 36 of which must be completed at the University of Denver.
2. A minimum of six 4000-level courses of at least three credits each are required for non-thesis track; four 4000-level courses of at least three credits each are required for thesis track. No courses at the 1000- or 2000-level are acceptable.
3. An overall GPA of 3.0 is required for the degree.
4. Any individual grade lower than C- renders the credit unacceptable.
5. Students who have completed the required 45 credits and are still working on a thesis or project are eligible for Continuous Enrollment to maintain active student status at the University. Students working on internships are not eligible for Continuous Enrollment.
6. Master's degree candidates are expected to complete degree requirements no later than five years after beginning their programs.
7. International students must enroll in at least eight credits each quarter to maintain full-time status, except during the annual vacation term (usually the summer quarter) or the final quarter of study that requires fewer credits than the minimum full-time enrollment to complete the program. Failure to maintain full-time enrollment is a violation of student status and may result in the termination from the program. Based on the recommendation of the academic advisor, an international student advisor may authorize the student to drop below full-time status for academic reasons specifically permitted under immigration regulations. However, academic authorizations may only be given once per degree level and are usually issued during the first term of study.

Course Requirements:

1. **Core Courses**: a minimum of nine credits (one course from ME, ENBI, MTSC or ECE Core Course List AND one course from Management Concentration Core Course List) plus required courses.
2. **Required Courses**: All master's students are required to take ENME 4900 Graduate Professional Development in the first year (this will be offered once a year; usually in winter quarter) and ENME 4950 Graduate Assessment in the last quarter of study. **NOTE**: Students on this non-thesis track are required to upload to Assess-It an assembled portfolio that includes reports from at least two course projects or homework from the core courses, a mini-proposal and presentation slides from ENME 4900, along with the completed and signed degree program plan.
3. **Technical Electives**: a minimum of 16 credits should be selected from the engineering Core Course List.
4. **Management Electives**: a minimum of 12 credits should be selected from the Management Concentration Core Course List. These management electives are in addition to the management core credit requirement. If a student wishes to take courses not on the Management Concentration Core Course List, written approval by the advisor is required, PRIOR TO REGISTRATION.
5. **Advanced Math Requirement**: a minimum of three credits from Core Course List or advisor approval.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Thesis</th>
<th>Non-Thesis</th>
<th>CM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
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<td>9</td>
<td>9</td>
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<tr>
<td>Technical Electives</td>
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<td>28</td>
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<tr>
<td>Management Electives</td>
<td>NA</td>
<td>NA</td>
<td>12</td>
</tr>
<tr>
<td>Advanced Math</td>
<td>3</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>
### Doctor of Philosophy in Engineering

The objective of the Doctor of Philosophy in Engineering (PhD ENGE) program is to provide an educational environment that encourages students to develop the ability to contribute to the advancement of science, engineering and technology through independent research. The PhD students of the 21st century may pursue academic, research, entrepreneurial and/or industrial careers. Individualized plans of study are based on students' previous experience and desired research areas. The plan of study allows students to work on interdisciplinary research, while also satisfying the PhD in engineering degree requirements.

<table>
<thead>
<tr>
<th>Thesis</th>
<th>12</th>
<th>NA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Credits Required</td>
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<td>45</td>
<td>45</td>
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**Required Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ENME 4900</td>
<td>Grad Professional Development (Graduate Professional Development)</td>
</tr>
<tr>
<td>ENME 4950</td>
<td>Graduate Assessment (Graduate Assessment)</td>
</tr>
</tbody>
</table>

**Concentration in Management Core Courses**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BUS 4630</td>
<td>Creating Sustainable Enterprises</td>
</tr>
<tr>
<td>ENGR 4810</td>
<td>Advanced Topics (ENGR) (Operations Management)</td>
</tr>
<tr>
<td>ENGR 4810</td>
<td>Advanced Topics (ENGR) (Project Management)</td>
</tr>
<tr>
<td>IMBA 4142</td>
<td>Global Management</td>
</tr>
<tr>
<td>MGMT 4490</td>
<td>Global Strategy</td>
</tr>
<tr>
<td>MGMT 4630</td>
<td>Strategic Human Resources Management</td>
</tr>
<tr>
<td>MGMT 4690</td>
<td>Strategic Management</td>
</tr>
<tr>
<td>MKTG 4100</td>
<td>Marketing Concepts</td>
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**Mechanical Engineering Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 3630</td>
<td>Finite Element Methods</td>
</tr>
<tr>
<td>ENME 3545</td>
<td>Mechanisms</td>
</tr>
<tr>
<td>ENME 3651</td>
<td>Computational Fluid Dynamics</td>
</tr>
<tr>
<td>ENME 4020</td>
<td>Adv Finite Element Analysis</td>
</tr>
<tr>
<td>ENME 4520</td>
<td>Intermediate Dynamics (Intermediate Dynamics)</td>
</tr>
<tr>
<td>ENME 4541</td>
<td>Advanced Mechanics of Materials (Advanced Mechanics of Materials)</td>
</tr>
<tr>
<td>ENME 4630</td>
<td>Viscous Flow (Viscous Flow)</td>
</tr>
<tr>
<td>ENME 4670</td>
<td>Advanced Computational Fluid Dynamics</td>
</tr>
<tr>
<td>ENME 4800</td>
<td>Advanced Topics (ME) (Convective Heat Transfer)</td>
</tr>
</tbody>
</table>

**Bioengineering Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ENBI 4500</td>
<td>Biofluids</td>
</tr>
<tr>
<td>ENBI 4510</td>
<td>Biomechanics</td>
</tr>
<tr>
<td>ENBI 4520</td>
<td>Introduction to Cardiovascular Engineering (Intro to Cardiovascular Engineering)</td>
</tr>
<tr>
<td>ENBI 4800</td>
<td>Adv Topics (Bioengineering) (Computational Biomechanics)</td>
</tr>
</tbody>
</table>

**Materials Science Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ENGR 4200</td>
<td>Introduction to Nanotechnology</td>
</tr>
<tr>
<td>ENME 4400</td>
<td>Fatigue</td>
</tr>
<tr>
<td>MTSC 4010</td>
<td>Mechanical Behavior of Materials</td>
</tr>
<tr>
<td>MTSC 4020</td>
<td>Composite Materials I</td>
</tr>
<tr>
<td>MTSC 4215</td>
<td>Composite Materials II</td>
</tr>
<tr>
<td>MTSC 4450</td>
<td>Fracture Mechanics</td>
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**Electrical & Computer Engineering Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ENCE 4110</td>
<td>Modern Digital Systems Design</td>
</tr>
<tr>
<td>ENEE 4640</td>
<td>Electromagnetic Compatibility</td>
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**Advanced Math Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 3620</td>
<td>Advanced Engineering Mathematics</td>
</tr>
<tr>
<td>ENGR 4300</td>
<td>Advanced Numerical Methods (Advanced Numerical Methods)</td>
</tr>
<tr>
<td>ENGR 4350</td>
<td>Reliability</td>
</tr>
<tr>
<td>ENGR 4620</td>
<td>Optimization</td>
</tr>
</tbody>
</table>
The MME department offers two types of general PhD degrees:

- Concentration in management
- Interdisciplinary: The interdisciplinary PhD program offers opportunities for a student to develop a plan of study combining engineering and a complementary discipline (e.g. natural sciences). In the plan of study, coursework in the complementary discipline can be included up to the maximum number of technical elective credits. The student’s plan of study must be approved by the PhD committee and the department chair. When the student is completing research and coursework in a complementary discipline, the student’s PhD committee must include a faculty member from the related department or division/school.

For a part-time student who is working in industry position, a topic related to the job function may be acceptable as the dissertation research topic. Furthermore, a student may request for a qualified staff member at the place of employment to serve as a special committee member on the dissertation committee.

Exam Structure:

1. Each student must pass the **qualifying exam** to obtain official entrance into the PhD program. In consultation with the advisor, students should expect to take the qualifying exam about 1.5 years (30 credits) into their academic study. Students must take exams in three subject areas. The Design exam is required for all participants, and is an open-book exam, where the student will have one week to prepare a written and oral response to an open-ended design problem. The other two exams are closed-book, written exams and should be related to the student’s research area. The exam is offered twice a year: once in the summer interterm (usually in June) and once in the winter interterm (usually in December or early January). The qualifying exam can be retaken only once, and must be completed prior to the comprehensive exam.

2. Generally within three years after completion of the qualifying exam, the student should schedule and take the **comprehensive exam** attended by the student's PhD committee. The student will be expected to make concise presentation on his/her dissertation topic. The presentation will highlight previous work in this area, demonstrate a need for the research, and explain how the research will contribute to the advancement of the area. The student will also present completed work and results, anticipated work and results, and a detailed plan for project completion. The comprehensive exam can be retaken only once.

3. After successful completion of the qualifying exam and the comprehensive exam, the student is required to complete and **defend a dissertation** of publishable quality based on the student’s original research. The dissertation must be completed in written form in accordance with the University’s Graduate School guidelines, and must be defended by the student in the final oral examination. The examining committee members will consist of the student's entire PhD committee. The dissertation defense can be retaken only once.

**PhD Residence Requirement**

One year of full-time graduate work and two consecutive years of part-time graduate work satisfy the minimum residency requirement at the University of Denver. For those applicants from industry with established special degree programs with RSECS, the residency requirement can be waived by the dean of RSECS.

**PhD Students with a Bachelor of Science Degree**

**Program Structure**

1. For students entering with a bachelor’s degree, 90 credits are required, at least 72 of which must be completed at the University of Denver.
2. A minimum of 48 credits must be at the 4000- or 5000-level and may include as many dissertation research credits as considered appropriate by the advisor.
3. No courses at the 1000- or 2000-level are acceptable.
4. An overall GPA of 3.0 is required for the degree.
5. Any individual grade lower than C- renders the credit unacceptable.
6. Students who have completed the required 90 credits and are still working on the dissertation are eligible for Continuous Enrollment to maintain active student status at the University. Students working on internships are not eligible for Continuous Enrollment.
7. Students must complete all requirements for the doctoral degree no later than eight years after doctoral studies begin.
8. **International students** must enroll in at least eight credits each quarter to maintain full-time status, except during the annual vacation term (usually the summer quarter) or the final quarter of study that requires fewer credits than the minimum full-time enrollment to complete your program. Failure to maintain full-time enrollment is a violation of student status and may result in the termination from the program. Based on the recommendation of the academic advisor, an international student advisor may authorize the student to drop below full-time status for academic reasons specifically permitted under immigration regulations. However, academic authorizations may only be given once per degree level and are usually issued during the first term of study.

**Course Requirements:**

1. Candidates who hold only a bachelor’s degree on entering the doctoral program are expected to **meet all degree requirements of the corresponding master’s degree** program (as part of the doctoral requirements).
2. Students are required to take ENME 4950 **Graduate Assessment** in the last quarter of study. **NOTE:** Students are required to complete a written self-reflection on their thesis and upload the report to Assess-It along with thesis, defense presentation slides, and the completed and signed degree program plan before graduation.

3. PhD students who enter the program with a bachelor’s are required to take ENME 4900 **Graduate Professional Development** in the first year (this is offered once a year; usually in winter quarter).

### Required Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENME 4900</td>
<td>Grad Professional Development (Graduate Professional Development)</td>
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</tr>
<tr>
<td>ENME 4950</td>
<td>Graduate Assessment (Graduate Assessment)</td>
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### Mechanical Engineering Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 3630</td>
<td>Finite Element Methods</td>
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</tr>
<tr>
<td>ENME 3545</td>
<td>Mechanisms</td>
<td>4</td>
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<td>ENME 3651</td>
<td>Computational Fluid Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>ENME 4020</td>
<td>Adv Finite Element Analysis</td>
<td>4</td>
</tr>
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<td>ENME 4520</td>
<td>Intermediate Dynamics (Intermediate Dynamics)</td>
<td>4</td>
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<td>Advanced Mechanics of Materials (Advanced Mechanics of Materials)</td>
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<td>ENME 4630</td>
<td>Viscous Flow (Viscous Flow)</td>
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<td>ENME 4670</td>
<td>Advanced Computational Fluid Dynamics</td>
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<tr>
<td>ENME 4800</td>
<td>Advanced Topics (ME) (Convective Heat Transfer)</td>
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### Bioengineering Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENBI 4500</td>
<td>Biofluids</td>
<td>4</td>
</tr>
<tr>
<td>ENBI 4510</td>
<td>Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>ENBI 4520</td>
<td>Introduction to Cardiovascular Engineering (Intro to Cardiovascular Engineering)</td>
<td>4</td>
</tr>
<tr>
<td>ENBI 4800</td>
<td>Adv Topics (Bioengineering) (Computational Biomechanics)</td>
<td>4</td>
</tr>
</tbody>
</table>

### Materials Science Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 4200</td>
<td>Introduction to Nanotechnology</td>
<td>4</td>
</tr>
<tr>
<td>ENME 4400</td>
<td>Fatigue</td>
<td>4</td>
</tr>
<tr>
<td>MTSC 4010</td>
<td>Mechanical Behavior of Materials</td>
<td>4</td>
</tr>
<tr>
<td>MTSC 4020</td>
<td>Composite Materials I</td>
<td>4</td>
</tr>
<tr>
<td>MTSC 4215</td>
<td>Composite Materials II</td>
<td>3</td>
</tr>
<tr>
<td>MTSC 4450</td>
<td>Fracture Mechanics</td>
<td>4</td>
</tr>
</tbody>
</table>

### Electrical & Computer Engineering Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENCE 4110</td>
<td>Modern Digital Systems Design</td>
<td>4</td>
</tr>
<tr>
<td>ENEE 4640</td>
<td>Electromagnetic Compatibility</td>
<td>4</td>
</tr>
</tbody>
</table>

### Advanced Math Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 3620</td>
<td>Advanced Engineering Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 4350</td>
<td>Reliability</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 4620</td>
<td>Optimization</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 4300</td>
<td>Advanced Numerical Methods (Advanced Numerical Methods)</td>
<td>4</td>
</tr>
</tbody>
</table>

### PhD Students with a Master of Science

1. A minimum of 36 credits must be completed at the 4000- or 5000-level, which may include as many research credits as considered appropriate by the advisor.

2. For students entering with a master’s degree, up to 45 credits may be transferred and applied to the doctorate degree. In addition, a minimum of 45 credits must be completed at DU. The total number of credits required for the degree is 90.

3. No courses at the 1000- or 2000-level are acceptable.

4. An overall GPA of 3.0 is required for the degree.

5. Any individual grade lower than C- renders the credit unacceptable.

6. A student who holds a master’s degree on entering the doctoral program is expected to complete all requirements for the degree no later than seven years after beginning the program.

7. **International students** must enroll in at least eight credits each quarter to maintain full-time status, except during the annual vacation term (usually the summer quarter) or the final quarter of study that requires fewer credits than the minimum full-time enrollment to complete the program. Failure to maintain full-time enrollment is a violation of student status and may result in the termination from the program. Based on the recommendation
of the academic advisor, an international student advisor may authorize the student to drop below full-time status for academic reasons specifically permitted under immigration regulations. However, academic authorizations may only be given once per degree level and are usually issued during the first term of study.

Course Requirements:

1. Students are required to take ENME 4950 Graduate Assessment in the last quarter of study. NOTE: Students are required to complete a written self-reflection on their thesis and upload the report to Assess-It along with thesis, defense presentation slides, and the completed and signed degree program plan before graduation.

2. If a PhD student fails his/her qualifying exam on the first try, he/she will be required to take ENME 4900 Graduate Professional Development as well. ENME 4900 will be offered once a year, usually in winter quarter.

Courses

**ENGR 3210 Intro Nano-Electro-Mechanics (4 Credits)**
Familiarize science and engineering students with the electromechanical aspects of the emerging field of Nanotechnology (NEMS). NEMS is a relatively new and highly multidisciplinary field of science and technology with applications to state of the art and future sensors, actuators, and electronics. Starting with an overview of nanotechnology and discussion on the shifts in the electromechanical behavior and transduction mechanisms when scaling the physical dimensions from centimeters to micro-meters and then down to nanometers. Several electromechanical transduction mechanisms at the micro and nanoscale are presented and discussed in an application based context. New electromechanical interactions appearing in the nano and molecular scale, such as intra-molecular forces and molecular motors, are discussed. A detailed discussion and overview of nanofabrication technologies and approaches are also provided. Cross listed with ENGR 4210. Prerequisite: must be an engineering or science major of at least junior standing.

**ENGR 3510 Renewable and Efficient Power and Energy Systems (4 Credits)**
This course introduces the current and future sustainable electrical power systems. Fundamentals of renewable energy sources and storage systems are discussed. Interfaces of the new sources to the utility grid are covered. Prerequisite: ENEE 2021.

**ENGR 3520 Introduction to Power Electronics (4 Credits)**
This covers fundamentals of power electronics. We discuss various switching converters topologies. Basic knowledge of Efficiency and small-signal modeling for the DC-DC switching converters is covered. Furthermore, magnetic and filter design are introduced. Prerequisites: ENEE 2211 and ENGR 3722.

**ENGR 3525 Power Electronics and Renewable Energy Laboratory (1 Credit)**
In this course the fundamentals of switching converters and power electronics in a real laboratory set-up are covered. The course incorporates hardware design, analysis, and simulation of various switching converters as a power processing element for different energy sources. The energy sources are power utility, batteries, and solar panels. Prerequisite: ENGR 3520.

**ENGR 3540 Electric Power Systems (4 Credits)**
This course covers methods of calculation of a comprehensive idea on the various aspects of power system problems and algorithms for solving these problems. Prerequisite: ENGR 3530.

**ENGR 3550 Introduction to Machine Drive Control (4 Credits)**
This course provides the basic theory for the analysis and application of adjustable-speed drive systems employing power electronic converters and ac or dc machines. Prerequisites: ENGR 3520 and ENGR 3530.

**ENGR 3610 Finite Element Methods (4 Credits)**
Introduction to the use of finite element methods in one or two dimensions with applications to solid and fluid mechanics, heat transfer and electromagnetic fields; projects in one or more of the above areas. Prerequisite: ENGR 3610 or equivalent.

**ENGR 3721 Controls (3,4 Credits)**
Modeling, analysis and design of linear feedback control systems using Laplace transform methods. Techniques and methods used in linear mathematical models of mechanical, electrical, thermal and fluid systems are covered. Feedback control system models, design methods and performance criteria in both time and frequency domains. A linear feedback control system design project is required. Prerequisites: ENEE 2021, ENGR 3610 or permission of instructor.

**ENGR 3722 Control Systems Laboratory (1 Credit)**
This laboratory course serves as supplement to ENGR 3721. It aims at providing “hands on” experience to students. It includes experiments on inverted pendulum, gyroscopes, motor control, feedback controller design, time-domain and frequency domain. Corequisite: ENGR 3721.
ENGR 3730 Robotics (3 Credits)
Introduction to the analysis, design, modeling and application of robotic manipulators. Review of the mathematical preliminaries required to support robot theory. Topics include forward kinematics, inverse kinematics, motion kinematics, trajectory control and planning, and kinetics. Cross listed with ENGR 4730. Prerequisites: ENME 2520 and MATH 2060 or MATH 2200 or permission of instructor.

ENGR 3731 Robotics Lab (1 Credit)
Laboratory that complements the analysis, design, modeling and application of robotic manipulators. Implementation of the mathematical structures required to support robot operation. Topics include forward kinematics, inverse kinematics, motion kinematics, trajectory control and planning and kinetics. Applications include programming and task planning of a manufacturing robot manipulator. Corequisite: ENGR 3730 or permission of instructor.

ENGR 3800 Topics (ENGR) (1-4 Credits)
Special topics in engineering as announced. May be taken more than once. Prerequisite: varies with offering.

ENGR 3900 Engineering Internship (0-4 Credits)
Students in engineering may receive elective credit for engineering work performed for engineering employers with the approval of the chair or associate chair of the department. At the end of the term, a student report on the work is required, and a recommendation will be required from the employer before a grade is assigned. Junior, senior, or graduate status in engineering is normally required. May not be used to satisfy technical requirements. May be taken more than one for a maximum of 6 quarter hours. Prerequisite: permission of instructor.

ENGR 3951 Engineering Assessment II (0 Credits)
Students in Mechanical Engineering must register for and take the Fundamentals of Engineering Examination (FE). All students must complete an engineering exit interview and other assessment related tasks. To be taken in the last quarter of attendance.

ENGR 3970 Entrepreneurship for Engineers and Computer Scientists (4 Credits)
The course presents an overview of fundamentals of understanding entrepreneurship and entrepreneurial characteristics; the focus is on aspects of engineering entrepreneurship, technology-based innovation and new product development. Topics to be covered: learning an industry; recognizing and creating opportunities; new product development process, phases and cycle, risks and benefits; ‘testing’ of an engineering-focused business concept; marketing, organizational plan strategies and financing for new start ups. Special attention is given to technological innovation, considering both incremental or routine innovation, and more radical or revolutionary changes in products and processes. Prerequisite: ENGR 3610 or permission of the instructor.

ENGR 4100 Instrumentation and Data Acquisition (4 Credits)
Cross listed with ENGR 3100.

ENGR 4200 Introduction to Nanotechnology (4 Credits)
The most important recent accomplishments so far in the application of nanotechnology in several disciplines are discussed. Then a brief overview of the most important instrumentation systems used by nanotechnologists is provided. The nature of nanoparticles, nanoparticle composites, carbon nanostructures, including carbon nanotubes and their composites is subsequently discussed. The course also deals with nanopolymers, nanobiological systems, and nanoelectronic materials and devices. The issues of modeling of nanomaterials and nanostructures is also covered. Multiscale modeling based on finite element simulations, Monte Carlo methods, molecular dynamics and quantum mechanics calculations are briefly addressed. Most importantly, students should obtain appreciation of developments in nanotechnology outside their present area of expertise. Cross listed with ENGR 3200.

ENGR 4210 Introduction to Nano-Electro-Mechanical-Systems (4 Credits)
This course familiarizes science and engineering students to the electromagnetic aspects of the emerging field of Nanotechnology (NEMS). NEMS is a relatively new and highly multidisciplinary field of science and technology with applications in the state of the art and future sensors, actuators, and electronics. This course starts with an overview of nanotechnology and discussion on the shifts in the electromagnetic behavior and transduction mechanisms when scaling the physical dimensions from centimeters to micro-meters and then down to nanometers. Several electromechanical transduction mechanisms at the micro and nanoscale are presented and discussed in an application based context. New electromechanical interactions appearing in the nano and molecular scale, such as intra-molecular forces and molecular motors, are discussed. A detailed discussion and overview of nanofabrication technologies and approaches are also provided. Cross listed with ENGR 3210.

ENGR 4215 Nanoscale Electromechanical Systems and Nanofabrication Laboratory (4 Credits)
This course provides science and engineering students with comprehensive hands-on experience in design, fabrication and characterization of Nanoscale Electromechanical Systems (NEMS). This laboratory-based course starts with a number of sessions including brief lectures reviewing the fundamentals and theories followed by pre-designed lab experiments. The students are then provided with a choice of different comprehensive design and implementation projects to be performed during the quarter. The projects include design, layout, fabrication, and characterization of the devices potentially resulting in novel findings and publications.

ENGR 4220 Introduction to Micro-Electro-Mechanical-Systems (4 Credits)
This course introduces students to the multi-disciplinary field of Micro-Electro-Mechanical-Systems (MEMS) technology. MEMS and Microsystem technology is the integration of micro-scale electro-mechanical elements, sensors, actuators, and electronics on a common substrate or platform through semiconductor microfabrication technologies. The course gives a brief overview of the involved physical phenomena, electromechanical transduction mechanisms, design principles, as well as fabrication and manufacturing technologies. Cross listed with ENGR 3220.
ENGR 4300 Advanced Numerical Methods (4 Credits)
Fundamental and advanced numerical methods to approximate mathematical problems for engineering applications using modern software such as Matlab. Topics include numerical differentiation and integration, solution to linear and non-linear equations, ordinary and partial differential equations, and initial, boundary, and eigen value problems. Recommended prerequisite: MATH 2070.

ENGR 4350 Reliability (4 Credits)
An overview of reliability-based design. Topics include: fundamentals of statistics, probability distributions, determining distribution parameters, design for six sigma, Monte Carlo simulation, first and second order reliability methods (FORM, SORM). Most Probable Point (MPP) reliability methods, sensitivity factors, probabilistic design. Cross listed with ENGR 3350.

ENGR 4530 Intro to Power and Energy (4 Credits)
Basic concepts of AC systems, single-phase and three-phase networks, electromechanical energy conversion, electric power generation, transformers, transmission lines, AC machinery, DC motors, and contemporary topics in power and energy conversion. Cross listed with ENGR 3530.

ENGR 4545 Electric Power Economy (4 Credits)
This course covers economy aspects of electric power industry and the implications for power and energy engineering in the market environment. Cross listed with ENGR 3545. Prerequisite: ENGR 3530 or ENGR 4530.

ENGR 4550 Probabilistic Methods in Electric Power Systems (4 Credits)
The course covers techniques for probabilistic power system analysis and design, power system reliability, probabilistic structural design and analysis of transmission lines, analysis and assessment of transmission line reliability, probability-based power system design criteria, probabilistic load-flow studies and probabilistic power system stability. Prerequisites: ENGR 3540 or equivalent; permission of instructor; knowledge of MATLAB/Simulating is required.

ENGR 4560 Power Generation Operation and Control (4 Credits)
This course covers economic dispatch of thermal units and methods of solution; transmission system effects; generate with limited energy supply; production cost models; control of generation; interchange of power and energy; power system security; state estimation in power systems; optimal power flow. Prerequisite: ENGR 4540.

ENGR 4590 Power System Protection (4 Credits)
This course covers methods of calculation of fault currents under different types of fault; circuit breakers, current transformers, potential transformers; basic principles of various types of relays; applications of relays in the protection of generator, transformer, line, and bus, etc. Prerequisite: ENGR 4540.

ENGR 4620 Optimization (3,4 Credits)
Engineering problems will be formulated as different programming problems to show the wide applicability and generality of optimization methods. The development, application, and computational aspects of various optimization techniques will be discussed with engineering examples. The application of nonlinear programming techniques will be emphasized. A design project will be assigned.

ENGR 4730 Introduction to Robotics (4 Credits)
Introduction to the analysis, design, modeling and application of robotic manipulators. Review of the mathematical preliminaries required to support robot theory. Topics include forward kinematics, inverse kinematics, motion kinematics, trajectory control and planning, and kinetics. Applications include programming and task planning of a manufacturing robot manipulator. Cross listed with ENGR 3730. Prerequisites: ENME 2520 and MATH 2060 or MATH 2200 or instructor approval.

ENGR 4735 Linear Systems (4 Credits)
This course focuses on linear system theory in time domain. It emphasizes linear and matrix algebra, numerical matrix algebra and computational issues in solving systems of linear algebraic equations, singular value decomposition, eigenvalue-eigenvector and least-squares problems, linear spaces and linear operator theory. It studies modeling and linearization of multi-input/multi-output dynamic physical systems, state-variable and transfer function matrices, analytical and numerical solutions of systems of differential and difference equations, structural properties of linear dynamic physical systems, including controllability, observability and stability. It covers canonical realizations, linear state-variable feedback controller and asymptotic observer design, and the Kalman filter. Cross listed with ENGR 3735. Prerequisites: ENGR 3610, ENGR 3721 or ENGR 3722, or permission of the instructor.

ENGR 4740 Principles of Adaptive and Optimal Control Systems (4 Credits)
This course covers fundamentals of adaptive and optimal control systems. Topics to be covered include: i) From adaptive control: parameter estimation, model reference adaptive systems, self-tuning regulators, gain scheduling, stability, alternatives to adaptive control; ii) From optimal control: principles and methods of optimal control, performance measures, dynamic programming, calculus of variations, Pontryagin’s principle, variational approach to optimal control problems, optimal linear regulators with quadratic criteria, time and fuel optimal systems. Prerequisites: ENEE 3111, ENGR 3610, and ENGR 3721. Students must have knowledge of MATLAB.

ENGR 4745 Adv Non-Linear Control System (3 Credits)
Limit cycles; functional analysis approach to input-output stability; analysis/synthesis of time-varying systems; feedback linearization, bang-bang control. Prerequisite: ENGR 3721.

ENGR 4810 Advanced Topics (ENGR) (1-5 Credits)
ENGR 4991 Independent Study (1-5 Credits)
ENGR 4992 Directed Study (1-10 Credits)
ENGR 4995 Independent Research (1-18 Credits)
ENGR 5991 Independent Study (1-10 Credits)
ENGR 5995 Independent Research (1-18 Credits)

Mechanical and Materials Engineering

Office: Clarence M. Knudson Hall, Room 200
Mail Code: 2390 S. York Street, Denver, CO 80208
Phone: 303-871-2107
Email: mmeinfo@du.edu
Web Site: http://mme.du.edu

Master’s and Doctoral Degrees Offered

Why study engineering at the University of Denver?

The University of Denver’s department of mechanical and materials engineering (MME) is creating the future of technology by providing a graduate education emphasizing cross-disciplinary knowledge. A distinguished faculty is creating multidisciplinary education and research programs that anticipate technological trends in research and industry. Engineering graduate students join the faculty in conducting cutting-edge research in emerging disciplines to develop unique solutions to old and new problems and opportunities.

The well-equipped laboratories in the department contain state-of-the-art equipment and software to support research in biomedical engineering, advanced materials, atmospheric aerosol science, and mechanical design among others. Small classes support our multidisciplinary and real-time focus by providing close contact between students and faculty, which allows us to meet students’ individual career goals.

Recognizing the different aims and goals of students, we offer several degree programs for students who wish to add to their technical skills in various areas: MS in Bioengineering; MS and PhD in Materials Science; MS and PhD in Mechanical Engineering; and MS and PhD in Nanoscale Science and Engineering.

Denver is a first-rate location for business, governmental and laboratory partnerships, and technology employment. The Colorado Front Range is consistently rated as one of the top high-tech areas in the country, and the University of Denver is located just minutes from the Denver Technological Center, site of many top technology companies. The department of mechanical and materials engineering is committed to active collaboration with these industry leaders. As a result, our students graduate with relevant research experience and a network of employment contacts in the technology sector.

Time Commitment

Our department recognizes that a student may be employed full-time while studying for a degree. Therefore, most courses are offered at times and on days that will permit a student to complete the program by taking courses either late in the day or outside normal business hours. Many employers will permit additional flexibility by releasing employees early to attend classes.

The master’s program offer thesis and non-thesis options and can be completed in one (non-thesis track only) to four years depending on the number of courses taken per quarter. The choice of thesis or non-thesis can be made at any time, although a delay in declaration may impact the completion date.

The doctoral program is generally completed in three to seven years, depending on the number of courses taken per quarter and whether the student enters with a BS or MS.

A student not interested in pursuing a degree, but interested in taking an occasional course, may register as special status students (http://www.du.edu/learn/graduates/degreeprograms) by following an abbreviated admissions process. If at a later time the student chooses to enter a graduate degree program at DU, you may apply up to 15 special status credits to your degree, with departmental approval. Just follow the regular graduate application requirements, including submitting the application fee, to get started.

Master of Science in Bioengineering (MS ENBI)
Master of Science in Engineering (MS ENGE) (See Department of Engineering program listing)
Master of Science in Engineering with a Concentration in Management (MS ENGE (CM))
Master of Science in Materials Science (MS MTSC)
Master of Science in Mechanical Engineering (MS ENME)
Master of Science in Nanoscale Science and Engineering (MS NANO)
Doctorate of Philosophy in Engineering (PhD ENGE) (See Department of Engineering program listing)
Doctorate of Philosophy in Materials Science (PhD MTSC)
Doctorate of Philosophy in Mechanical Engineering (PhD ENME)
Doctorate of Philosophy in Nanoscale Science and Engineering (PhD NANO)

ADMISSION TO THE MASTER’S and Doctoral DEGREES

Following are the simple steps to apply for graduate study in Mechanical and Materials Engineering (MME) at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).
Apply Online / Application Deadlines

- Applications (https://du-grad.edu.185r.net/application) for graduate study in Mechanical and Materials Engineering at the University of Denver must be submitted online.
- Applicants are encouraged to submit all materials to the Office of Graduate Studies by the priority deadline: February 1, for the subsequent fall quarter.
- Applications received after the priority deadline will be accepted, processed and reviewed on a rolling basis for the fall, winter or spring quarters. International applicants are encouraged to have the admission application and all supporting documents in the Office of Graduate Studies by the deadline or no later than May 1, for fall admission.
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.
- **Note for PhD Applicants:** We recommend PhD applicants contact faculty to find a research advisor BEFORE submitting the application. If we receive an application and there is no research advisor commitment, we will consider the applicant for the master's program only. To learn more about the faculty research being conducted, a list of our most recent grants and faculty contact information can be found on the MME Research tab.

Course and Degree Prerequisites and Requirements

- Proof of a bachelor's, and, if applicable, a master's degree is required from a regionally accredited college or university.
- Please see the Degree Requirements sections in the department bulletin for specific prerequisite requirements.

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
- The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
- Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early. Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.
- The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.

Test Scores

- The Graduate Record Examination (GRE) is required. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. The institution code for the University of Denver is 4842.

Language Proficiency

- Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) for complete English language proficiency requirements.
- Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

Personal Statement

- A personal statement of at least 300 words is required. The statement should be submitted via upload through the online application process.
Resume / C.V.

- A resume or C.V. is required. This should include work experience, research, and/or volunteer work. The resume or C.V. should be submitted via upload through the online application process.

Recommendation Letters

- Two letters of recommendation are required. These letters should be solicited and uploaded by recommenders through the online application system. Letters must be received by the program’s stated deadline.

Financial Support

- To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.
- Information about financial aid can be found on the Office of Financial Aid (http://www.du.edu/apply/gradfinaid) website. International students are not eligible for federal financial aid.
- The Department of Mechanical and Materials Engineering also offers a number of competitive graduate teaching assistantships (GTAs) that provide full tuition remission along with a stipend for the nine-month academic year (three academic quarters). Priority for these GTAs is given to PhD and masters-thesis students whose undergraduate degrees are in engineering.
- Graduate research assistantships (GRAs), either with or without tuition remission, are awarded by individual faculty based on available funding.

Application Status

- We encourage you to be actively engaged in the admission process. You can check your application status online at https://webcentral.du.edu.

Mailing Address

- Mail official transcripts and any supplemental admission materials not submitted with the online application to:
  University of Denver
  Office of Graduate Studies
  Mary Reed Building, Room 5
  2199 S. University Blvd.
  Denver, CO 80208-4802

International Applicants

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information. International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline. The Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) provides complete details regarding admission requirements.

Degree Programs

Below are links to our various graduate programs under the Department of Engineering program listing:

- Master of Science in Engineering (MS ENGE) (p. 143) (See Department of Engineering program listing)
- Master of Science in Engineering with a Concentration in Management (MS ENGE (CM)) (p. 143) (See Department of Engineering program listing)
- Doctorate of Philosophy in Engineering (PhD ENGE) (p. 143) (See Department of Engineering program listing)

Master of Science in Bioengineering

The Master of Science in Bioengineering (MS ENBI) integrates engineering sciences with biomedical sciences and clinical practice to provide the skill set needed by bioscience companies. The Department of Mechanical and Materials Engineering—in collaboration with the Departments of Electrical and Computer Engineering, Chemistry & Biochemistry, Biological Sciences, and Physics & Astronomy—has designed a cross-disciplinary master of science program to address industrial requirements and the desired qualifications of a 21st century workforce in bioengineering businesses. Students with bachelor’s degrees in chemistry, biological sciences or physics, as well as those with accredited engineering degrees, acquire a specialized expertise in bioengineering by designing programs which leverage the individual students’ undergraduate experience and expertise resident at DU.
Program Structure
1. Every candidate for this degree must complete 45 credits, at least 36 of which must be completed at the University of Denver.
2. A minimum of six 4000-level courses of at least three credits each are required for non-thesis track; four 4000-level courses of at least three credits each are required for thesis track.
3. No courses at the 1000- or 2000-level are acceptable.
4. An overall GPA of 3.0 is required for the degree.
5. Any individual grade lower than C- renders the credit unacceptable.
6. Students who have completed the required 45 credits and are still working on a thesis or project are eligible for Continuous Enrollment to maintain active student status at the University. Students working on internships are not eligible for Continuous Enrollment.
7. Master’s degree candidates are expected to complete degree requirements no later than five years after beginning their programs.
8. International students must enroll in at least eight credits each quarter to maintain full-time status, except during the annual vacation term (usually the summer quarter) or the final quarter of study that requires fewer credits than the minimum full-time enrollment to complete the program. Failure to maintain full-time enrollment is a violation of student status and may result in the termination from the program. Based on the recommendation of the academic advisor, an international student advisor may authorize the student to drop below full-time status for academic reasons specifically permitted under immigration regulations. However, academic authorizations may only be given once per degree level and are usually issued during the first term of study.

Course Requirements
1. **Core Courses**: a minimum of nine credits (two courses from the Bioengineering Core Course List plus required courses) for both thesis and non-thesis tracks.
2. **Required Courses**: All master's students are required to take ENME 4900 Graduate Professional Development in the first year (this will be offered once a year; usually in winter quarter) and ENME 4950 Graduate Assessment in the last quarter of study. **NOTE**: Students on the thesis track are required to complete a written self-reflection on their thesis and upload the report to Assess-It along with thesis, defense presentation slides, and the completed and signed degree program plan before graduation. Students on the non-thesis track are required to upload to Assess-It an assembled portfolio that includes reports from at least two course projects or homework from the core courses, a mini-proposal and presentation slides from ENME 4900, along with the completed and signed degree program plan.
3. **Technical Electives**: a minimum of eight credits for thesis track and 20 credits for non-thesis track. These do not include independent research credits.
   a. Technical elective courses are intended to provide bioengineering students an opportunity to take additional course work that will expand their knowledge of advanced engineering topics. The courses must be chosen primarily from engineering course offerings numbered 3000 or higher and approved by the student’s advisor.
   b. Students may take one business/management course as a technical elective. Special permission should be obtained in writing from the advisor **PRIOR TO REGISTRATION** if more than one business/management course is taken.
4. **Minor Elective Courses**: minimum of eight credits for thesis track; eight credits for non-thesis track. A minor is required by each student and is intended to provide bioengineering students with additional knowledge in an area unassociated with their undergraduate degree. Candidates with non-engineering undergraduate degrees must take courses in engineering chosen from regular engineering course offerings numbered 3000 or higher and must be approved by the advisor. Candidates with engineering undergraduate degrees must take graduate-level coursework in biological sciences or chemistry and biochemistry.
5. **Advanced Math Requirement**: a minimum of three credits for both thesis track and non-thesis track from Core Course List or advisor approval.
6. **Thesis Hours**: a minimum of 12 credits; not allowed for non-thesis track.
7. **Tool Requirement**: As employers of graduates of this degree will inherently expect a basic competency in foundational engineering skills, students must demonstrate these before advancing to candidacy. Candidates with BS degrees from accredited engineering schools will be exempt from the tool requirement because their degree is sufficient proof of foundational engineering skills. Candidates with undergraduate degrees from non-engineering majors will be required to pass a tool requirement. This will consist of an exam based on the topics in the Fundamentals of Engineering General Exam. The tool exam will be offered twice a year at the same time as the Fundamentals of Engineering Exam, so candidates can participate in the exam preparation course offered free of charge by the MME department.

<table>
<thead>
<tr>
<th>MS ENBI Minimum</th>
<th>Thesis (QH)</th>
<th>Non-Thesis (QH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>9</td>
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<tr>
<td>Minor Electives</td>
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<tr>
<td>Thesis</td>
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</tr>
<tr>
<td>Total Credits Required</td>
<td>45</td>
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</tr>
</tbody>
</table>

**Required Core Courses for MS**

ENME 4900  
Grad Professional Development (Graduate Professional Development)  
1
Master of Science in Materials Science

The Master of Science in Materials Science (MS MTSC) program is designed to prepare the student for research and development work in the materials field. The program is multidisciplinary and involves the departments of physics, chemistry and engineering, with the Mechanical and Materials Engineering Department administering the degree. The programs reflect the multidisciplinary nature by providing a thorough grounding in each of the basic disciplines of the field. Depth in specialized areas is achieved through the research interests of faculty in each of the participating departments. With an increasing number of technological fields becoming materials-limited in various ways, the program seeks to prepare students to meet the challenges of property improvement and new materials development, with a broad-based curriculum that stresses fundamentals.

MS Program Structure

1. Every candidate for this degree must complete 45 credits, at least 36 of which must be completed at the University of Denver.
2. A minimum of six 4000-level courses of at least three credits each are required for non-thesis track; four 4000-level courses of at least three credits each are required for thesis track.
3. No courses at the 1000- or 2000-level are acceptable.
4. An overall GPA of 3.0 is required for the degree.
5. Any individual grade lower than C- renders the credit unacceptable.
6. Students who have completed the required 45 credits and are still working on a thesis or project are eligible for Continuous Enrollment to maintain active student status at the University. Students working on internships are not eligible for Continuous Enrollment.
7. Master’s degree candidates are expected to complete degree requirements no later than five years after beginning their programs.
8. International students must enroll in at least eight credits each quarter to maintain full-time status, except during the annual vacation term (usually the summer quarter) or the final quarter of study that requires fewer credits than the minimum full-time enrollment to complete the program. Failure to maintain full-time enrollment is a violation of student status and may result in the termination from the program. Based on the recommendation of the academic advisor, an international student advisor may authorize the student to drop below full-time status for academic reasons specifically permitted under immigration regulations. However, academic authorizations may only be given once per degree level and are usually issued during the first term of study.

Course Requirements

1. Core Courses: a minimum of nine credits (two courses from the Materials Science Core Course List plus required courses) for both thesis and non-thesis tracks.
2. Required Courses: All master’s students are required to take ENME 4900 Graduate Professional Development in the first year (this will be offered once a year; usually in winter quarter) and ENME 4950 Graduate Assessment in the last quarter of study. NOTE: Students on the thesis track are required to complete a written self-reflection on their thesis and upload the report to Assess-It along with thesis, defense presentation slides, and the completed and signed degree program plan before graduation. Students on the non-thesis track are required to upload to Assess-It an assembled portfolio that includes reports from at least two course projects or homework from the core courses, a mini-proposal and presentation slides from ENME 4900, along with the completed and signed degree program plan.
3. Technical Electives: a minimum of 16 credits for thesis track and 28 credits non-thesis track. These do not include independent research credits.
   a. Technical electives must be in engineering (bioengineering, mechanical engineering, materials science, etc.) or related areas (mathematics, computer science, physics, chemistry, etc.) and are at the advisor’s discretion.
   b. Students may take one business/management course as a technical elective. Special permission should be obtained in writing from the advisor PRIOR TO REGISTRATION if more than one business/management course is taken.
4. Advanced Math Requirement: a minimum of three credits for thesis track and six credits for non-thesis track from Core Course List or advisor approval.
5. Thesis Hours: a minimum of 12 credits; not allowed for non-thesis track.
Master of Science in Mechanical Engineering

The Master of Science in Mechanical Engineering (MS ENME) is designed to advance the student's knowledge in several areas of engineering. Each degree provides breadth through its flexible technical elective requirement, while permitting the student to achieve depth in one of several areas of specialization; fluid mechanics and heat transfer, mechanical design and analysis, and structure and behavior of materials. These areas of specialization have been selected to coincide with those of high current interest as well as those emerging technologies that hold promise of increasing importance for the future. The purpose of these programs is to serve the profession of engineering and the Colorado community through advanced study in mechanical engineering and related fields. Each program prepares the student for academic and industrial advancement.

Program Structure

1. Every candidate for this degree must complete 45 credits, at least 36 of which must be completed at the University of Denver.
2. A minimum of six 4000-level courses of at least three credits each are required for non-thesis track; four 4000-level courses of at least three credits each are required for thesis track.
3. No courses at the 1000- or 2000-level are acceptable.
4. An overall GPA of 3.0 is required for the degree.
5. Any individual grade lower than C- renders the credit unacceptable.
6. Students who have completed the required 45 credits and are still working on a thesis or project are eligible for Continuous Enrollment to maintain active student status at the University. Students working on internships are not eligible for Continuous Enrollment.
7. Master’s degree candidates are expected to complete degree requirements no later than five years after beginning their programs.
8. International students must enroll in at least eight credits each quarter to maintain full-time status, except during the annual vacation term (usually the summer quarter) or the final quarter of study that requires fewer credits than the minimum full-time enrollment to complete the program. Failure to maintain full-time enrollment is a violation of student status and may result in the termination from the program. Based on the recommendation of the academic advisor, an international student advisor may authorize the student to drop below full-time status for academic reasons specifically permitted under immigration regulations. However, academic authorizations may only be given once per degree level and are usually issued during the first term of study.

Course Requirements

1. Core Courses: a minimum of nine credits (two courses from the Mechanical Engineering Core Course List plus required courses) for both thesis and non-thesis tracks.
2. Required Courses: All master's students are required to take ENME 4900 Graduate Professional Development in the first year (this will be offered once a year; usually in winter quarter) and ENME 4950 Graduate Assessment in the last quarter of study. NOTE: Students on the thesis track are required to complete a written self-reflection on their thesis and upload the report to Assess-It along with thesis, defense presentation slides, and the completed and signed degree program plan before graduation. Students on the non-thesis track are required to upload to Assess-It
an assembled portfolio that includes reports from at least two course projects or homework from the core courses, a mini-proposal and presentation slides from ENME 4900 along with the completed and signed degree program plan.

3. **Technical Electives**: a minimum of 16 credits for thesis track and 28 credits non-thesis track. These do not include independent research credits.
   a. Technical electives must be in engineering (bioengineering, mechanical engineering, materials science, etc.) or related areas (mathematics, computer science, physics, chemistry, etc.) and are at the advisor’s discretion.
   b. Students may take one business/management course as a technical elective. Special permission should be obtained in writing from the advisor PRIOR TO REGISTRATION if more than one business/management course is taken.

4. **Advanced Math Requirement**: a minimum of three credits for thesis track and six credits for non-thesis track from Core Course List or advisor approval.

5. **Thesis Hours**: a minimum of 12 credits; not allowed for non-thesis track.

<table>
<thead>
<tr>
<th>MS ENME Minimum</th>
<th>Thesis (QH)</th>
<th>Non-Thesis (QH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Technical Electives</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>Advanced Math</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Thesis</td>
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</tr>
<tr>
<td>Total Credits Required</td>
<td>45</td>
<td>45</td>
</tr>
</tbody>
</table>

**Required Core Courses**

| ENME 4900 | Grad Professional Development (Graduate Professional Development) | 1 |
| ENME 4950 | Graduate Assessment (Graduate Assessment) | 0 |

**Core Courses**

| ENGR 3630 | Finite Element Methods | 4 |
| ENME 3545 | Mechanisms | 4 |
| ENME 3651 | Computational Fluid Dynamics | 4 |
| ENME 4020 | Adv Finite Element Analysis | 4 |
| ENME 4520 | Intermediate Dynamics (Intermediate Dynamics) | 4 |
| ENME 4541 | Advanced Mechanics of Materials (Advanced Mechanics of Materials) | 4 |
| ENME 4630 | Viscous Flow (Viscous Flow) | 4 |
| ENME 4670 | Advanced Computational Fluid Dynamics | 4 |
| ENME 4800 | Advanced Topics (ME) (Convective Heat Transfer) | 4 |

**Advanced Math Courses**

| ENGR 3620 | Advanced Engineering Mathematics | 4 |
| ENGR 4300 | Advanced Numerical Methods (Advanced Numerical Methods) | 4 |
| ENGR 4350 | Reliability | 4 |
| ENGR 4620 | Optimization | 4 |

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**Master of Science in Nanoscale Science and Engineering**

The Master of Science in Nanoscale Science and Engineering (MS NANO) program shares faculty and other resources with existing graduate programs in NSM and RSECS. The interdisciplinary nature of this graduate program mandates certain flexibility in order to accommodate students with a variety of backgrounds. In order to make it easier for students to migrate between different programs, the program is structured similarly to other existing graduate programs in NSM and RSECS. All NSM and RSECS graduate programs focus on the research component. Therefore, course work credit is supplemented by the significant amount of credit earned from independent study/independent research (IS/IR) courses taken in order to satisfy minimum credit requirements to earn a degree.

**Program Structure**

- The program accepts students with a bachelor of science or bachelor of arts in biological sciences, chemistry, biochemistry, computer science, engineering, physics or related discipline.
- As a minimum, to be admitted into the program, students are expected to have earned as a part of their undergraduate degree:
  - 1 year of calculus
  - 1 year of algebra or calculus-based physics with accompanying laboratory
  - 1 quarter of general chemistry with accompanying laboratory
- Every candidate for the master's must complete 45 credits, at least 36 of which must be completed at the University of Denver.
- To satisfy graduation requirements, candidates must maintain a course GPA of 3.0 (excluding thesis credits). The average is determined on the basis of the university’s grading system.
• In no case may more than one-fourth of the hours accepted toward the degree be of C grade.
• A grade of C or better must be obtained in each course for that course to count toward the 45-credit requirement.
• A grade lower than C- renders the credit unacceptable for meeting degree requirements.

**Thesis Option**

• Thesis candidates work closely with a thesis adviser, and thus this option requires support from a qualified faculty member.
• The thesis option is required for all graduate research assistants and graduate teaching assistants.
• All students pursuing the master's with thesis defend their thesis before the candidate's masters committee, as specified in the University of Denver’s Graduate Policy Manual.

**Core Courses**

1. Core curriculum assures that all students have knowledge of a certain number of topics. Therefore, core courses taken are dependent on the background of a particular student and are determined by a graduate program adviser upon the student’s admission based on the degree earned and courses taken, as evidenced by the available transcripts from each institution attended.
2. Core curriculum is based on courses regularly offered by the six constituent departments (biological sciences, chemistry and biochemistry, computer science, electrical and computer engineering, mechanical and materials engineering, and physics and astronomy).
3. The core courses are as follows (up to 30 credits plus the one-credit course ENME 4900 Graduate Professional Development).

4. **Required Core Courses**
   a. All master's students are required to take ENGR 4200 Introduction to Nanotechnology.
   b. All master's students are required to take ENME 4900 Graduate Professional Development in the first year (this will be offered once a year; usually in winter quarter) and ENME 4950 Graduate Assessment in the last quarter of study. **NOTE:** Students on the thesis track are required to complete a written self-reflection on their thesis and upload the report to Assess-It along with thesis, defense presentation slides, and the completed and signed degree program plan before graduation. Students on the non-thesis track are required to upload to Assess-It an assembled portfolio that includes reports from at least two course projects or homework from the core courses, a mini-proposal and presentation slides from ENME 4900 along with the completed and signed degree program plan.

5. **Course Requirements: Thesis option**
   a. The coursework for the core courses and technical electives must consist of a minimum of 12 credits of 4000-level courses.
   b. The thesis research is normally carried out through IS and IR credits. The maximum number of IS/IR credit hours in thesis research that can be applied toward the total credit requirement is 15 credits.

6. **Course Requirements: Non-thesis option**
   a. The course work for the core courses and technical electives must consist of a minimum of 24 credits of 4000-level courses.
   b. Master's students pursuing a non-thesis option are required to take five credits of IS on a selected topic.

7. A maximum of four core courses from this list can be waived.
8. The credit earned through other graduate courses at the 3000 and higher level not listed can be applied toward the total credit requirement with the approval of the graduate program adviser.

**Elective Courses**

1. Elective courses are designed to give students a more specialized knowledge and prepare them for thesis/dissertation research if pursued.
2. Master's students have to take at least one elective course from this list, excluding IS and IR courses.
3. The regularly offered elective courses are currently included in the Elective Course List, below.

**Required Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 4200</td>
<td>Introduction to Nanotechnology</td>
<td>4</td>
</tr>
<tr>
<td>ENME 4900</td>
<td>Grad Professional Development (Graduate Professional Development)</td>
<td>1</td>
</tr>
<tr>
<td>ENME 4950</td>
<td>Graduate Assessment (Graduate Assessment)</td>
<td>0</td>
</tr>
</tbody>
</table>

**Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 3705</td>
<td>Advanced Topics in Molecular Biology</td>
<td>1-4</td>
</tr>
<tr>
<td>CHEM 3310</td>
<td>Structure and Energetics I</td>
<td>3</td>
</tr>
<tr>
<td>COMP 3371</td>
<td>Advanced Data Structures &amp; Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 4210</td>
<td>Introduction to Nano-Electro-Mechanical-Systems</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>or ENGR 4220</td>
<td></td>
</tr>
<tr>
<td>ENME 4310</td>
<td>Computational Methods for Mechanics and Materials</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 3111</td>
<td>Quantum Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 4411</td>
<td>Advanced Condensed Matter I</td>
<td>3</td>
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Elective Courses

<table>
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<th>Course Title</th>
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<tbody>
<tr>
<td>BIOL 3642</td>
<td>Neuropharmacology</td>
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<tr>
<td>CHEM 3110 &amp; CHEM 3120 &amp; CHEM 3130</td>
<td>Chemical Systems I and Chemical Systems II and Chemical Systems III</td>
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<td>CHEM 3220</td>
<td>Advanced Analytical Chemistry</td>
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<td>COMP 3351</td>
<td>Programming Languages</td>
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<td>COMP 3381</td>
<td>Software Engineering I</td>
<td>4</td>
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<td>COMP 3421</td>
<td>Database Organization &amp; Management I</td>
<td>4</td>
</tr>
<tr>
<td>COMP 4704</td>
<td>Advanced Topics-Systems (Bioinformatics)</td>
<td>3-4</td>
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<tr>
<td>ENEE 3011</td>
<td>Physical Electronics</td>
<td>4</td>
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<tr>
<td>ENEE 4035</td>
<td>Nanophotonics</td>
<td>4</td>
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<tr>
<td>ENGR 3100</td>
<td>Instrumentation and Data Acquisition</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 4350</td>
<td>Reliability</td>
<td>4</td>
</tr>
<tr>
<td>ENME 4660</td>
<td>Micro Heat Exchangers</td>
<td>4</td>
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<tr>
<td>PHYS 3112</td>
<td>Quantum Physics II</td>
<td>4</td>
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<tr>
<td>PHYS 3841</td>
<td>Thermal Physics I</td>
<td>4</td>
</tr>
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<td>PHYS 4111 &amp; PHYS 4112</td>
<td>Quantum Mechanics I and Quantum Mechanics II</td>
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</tr>
<tr>
<td>PHYS 4412</td>
<td>Advanced Condensed Matter II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4611 &amp; PHYS 4612</td>
<td>Adv Electricity &amp; Magnetism I and Adv Electricity &amp; Magnetism II</td>
<td>6</td>
</tr>
<tr>
<td>PHYS 4811</td>
<td>Statistical Mechanics I</td>
<td>4</td>
</tr>
</tbody>
</table>

Doctor of Philosophy in Materials Science

The Doctor of Philosophy in Materials Science (PhD MTSC) is designed to prepare the student for research or faculty position in the materials field. The program is multidisciplinary and involves the departments of Physics and Astronomy, Chemistry and Biochemistry, Electrical and Computer Engineering, and Mechanical and Materials Engineering (MME), with MME as the administering department. The programs reflect the multidisciplinary nature by providing a thorough grounding in each of the basic disciplines of the field. Depth in specialized areas is achieved through the research interests of faculty in each of the participating departments. With an increasing number of technological fields becoming materials limited in various ways, the program seeks to prepare students to meet the challenges of property improvement and new materials development, with a broad-based curriculum that stresses fundamentals.

PhD Residence Requirement

One year of full-time graduate work and two consecutive years of part-time graduate work satisfy the minimum residency requirement at the University of Denver. For those applicants from industry with established special degree programs with RSECS, the residency requirement can be waived by the dean of RSECS.

Exam Structure

1. Each student must pass the qualifying exam to obtain official entrance into the PhD program. In consultation with the advisor, students should expect to take the qualifying exam about 1.5 years (30 credits) into their academic study. Students must take exams in three subject areas. The design exam is required for all participants, and is an open book exam, where the student will have one week to prepare a written and oral response to an open-ended design problem. The other two exams are closed-book written exams and should be related to the student’s research area. The exam is offered twice a year: once in the summer interterm (usually in June) and once in the winter interterm (usually in December or early January). The qualifying exam can be retaken only once, and must be completed prior to the comprehensive exam.

2. Generally within three years after completion of the qualifying exam, the student should schedule and take the comprehensive exam attended by the student's PhD committee. The student will be expected to make concise presentation on his/her dissertation topic. The presentation will highlight previous work in this area, demonstrate a need for the research, and explain how the research will contribute to the advancement of the area. The student will also present completed work and results, anticipated work and results, and a detailed plan for project completion. The comprehensive exam can be retaken only once.

3. After successful completion of the qualifying exam and the comprehensive exam, the student is required to complete and defend a dissertation of publishable quality based on the student’s original research. The dissertation must be completed in written form in accordance with the University’s Graduate School guidelines, and must be defended by the student in the final oral examination. The examining committee members will consist of the student’s entire PhD committee. The dissertation defense can be retaken only once.
PhD Students with a Bachelor of Science

Program Structure:

1. For students entering with a bachelor's degree, 90 credits are required, at least 72 of which must be completed at the University of Denver.
2. A minimum of 48 credits must be at the 4000 or 5000 level and may include as many dissertation research credits as considered appropriate by the advisor.
3. No courses at the 1000 or 2000 level are acceptable.
4. An overall GPA of 3.0 is required for the degree.
5. Any individual grade lower than C- renders the credit unacceptable.
6. Students who have completed the required 90 credits and are still working on the dissertation are eligible for Continuous Enrollment to maintain active student status at the University. Students working on internships are not eligible for Continuous Enrollment.
7. Students must complete all requirements for the doctoral degree no later than eight years after doctoral studies begin.
8. International students must enroll in at least eight credits each quarter to maintain full-time status, except during the annual vacation term (usually the summer quarter) or the final quarter of study that requires fewer credits than the minimum full-time enrollment to complete the program. Failure to maintain full-time enrollment is a violation of student status and may result in the termination from the program. Based on the recommendation of the academic advisor, an international student advisor may authorize the student to drop below full-time status for academic reasons specifically permitted under immigration regulations. However, academic authorizations may only be given once per degree level and are usually issued during the first term of study.

Course Requirements:

1. Candidates who hold only a bachelor's degree on entering the doctoral program are expected to meet all degree requirements of the corresponding master's degree program (as part of the doctoral requirements).
2. Students are required to take ENME 4950 Graduate Assessment in the last quarter of study. NOTE: Students are required to complete a written self-reflection on their thesis and upload the report to Assess-It along with thesis, defense presentation slides, and the completed and signed degree program plan before graduation.
3. PhD students who enter the program with a bachelor's are required to take ENME 4900 Graduate Professional Development in the first year (this will be offered once a year; usually in winter quarter).

Required Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENME 4900</td>
<td>Grad Professional Development</td>
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</tr>
<tr>
<td>ENME 4950</td>
<td>Graduate Assessment</td>
<td>0</td>
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</table>

Core Courses

<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 4200</td>
<td>Introduction to Nanotechnology</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 4400</td>
<td>Fatigue</td>
<td>4</td>
</tr>
<tr>
<td>MTSC 4010</td>
<td>Mechanical Behavior of Materials</td>
<td>4</td>
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<td>MTSC 4020</td>
<td>Composite Materials I</td>
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<td>MTSC 4215</td>
<td>Composite Materials II</td>
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<tr>
<td>MTSC 4450</td>
<td>Fracture Mechanics</td>
<td>4</td>
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</table>

Advanced Math Courses

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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGR 3620</td>
<td>Advanced Engineering Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 4300</td>
<td>Advanced Numerical Methods (Advanced Numerical Methods)</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 4350</td>
<td>Reliability</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 4620</td>
<td>Optimization</td>
<td>4</td>
</tr>
</tbody>
</table>

PhD Students with a Master of Science

Program Structure:

1. A minimum of 36 credits must be completed at the 4000- or 5000-level, which may include as many research credits as considered appropriate by the advisor.
2. For students entering with a master's degree, up to 45 credits may be transferred and applied to the doctorate degree. In addition, a minimum of 45 credits must be completed at DU. The total number of credits required for the degree is 90.
3. No courses at the 1000- or 2000-level are acceptable.
4. An overall GPA of 3.0 is required for the degree.
5. Any individual grade lower than C- renders the credit unacceptable.
6. A student who holds a master's degree on entering the doctoral program is expected to complete all requirements for the degree no later than seven years after beginning the program.
7. International students must enroll in at least eight credits each quarter to maintain full-time status, except during the annual vacation term (usually the summer quarter) or the final quarter of study that requires fewer credits than the minimum full-time enrollment to complete the program. Failure to maintain full-time enrollment is a violation of student status and may result in the termination from the program. Based on the recommendation of the academic advisor, an international student advisor may authorize the student to drop below full-time status for academic reasons specifically permitted under immigration regulations. However, academic authorizations may only be given once per degree level and are usually issued during the first term of study.

Course Requirements

1. Students are required to take ENME 4950 Graduate Assessment in the last quarter of study. NOTE: Students are required to complete a written self-reflection on their thesis and upload the report to Assess-It along with thesis, defense presentation slides, and the completed and signed degree program plan before graduation.
2. If a PhD student fails his/her qualifying exam on the first try, he/she will be required to take ENME 4900 Graduate Professional Development as well. ENME 4900 will be offered once a year, usually in winter quarter.

Doctor of Philosophy in Mechanical Engineering

The objective of the Doctor of Philosophy in Mechanical Engineering (PhD ENME) program is to provide an educational environment that encourages students to develop the ability to contribute to the advancement of mechanical engineering through independent research.

PhD Residence Requirement

One year of full-time graduate work and two consecutive years of part-time graduate work satisfy the minimum residency requirement at the University of Denver. For those applicants from industry with established special degree programs with RSECS, the residency requirement can be waived by the dean of RSECS.

Exam Structure

1. Each student must pass the qualifying exam to obtain official entrance into the PhD program. In consultation with the advisor, students should expect to take the qualifying exam about 1.5 years (30 credits) into their academic study. Students must take exams in three subject areas. The design exam is required for all participants, and is an open book exam, where the student will have one week to prepare a written and oral response to an open-ended design problem. The other two exams are closed-book written exams and should be related to the student’s research area. The exam is offered twice a year: once in the summer interterm (usually in June) and once in the winter interterm (usually in December or early January). The qualifying exam can be retaken only once, and must be completed prior to the comprehensive exam.
2. Generally within three years after completion of the qualifying exam, the student should schedule and take the comprehensive exam attended by the student's PhD committee. The student will be expected to make concise presentation on his/her dissertation topic. The presentation will highlight previous work in this area, demonstrate a need for the research, and explain how the research will contribute to the advancement of the area. The student will also present completed work and results, anticipated work and results, and a detailed plan for project completion. The comprehensive exam can be retaken only once.
3. After successful completion of the qualifying exam and the comprehensive exam, the student is required to complete and defend a dissertation of publishable quality based on the student’s original research. The dissertation must be completed in written form in accordance with the University’s Graduate School guidelines, and must be defended by the student in the final oral examination. The examining committee members will consist of the student's entire PhD committee. The dissertation defense can be retaken only once.

PhD Students with a Bachelor of Science

Program Structure

1. For students entering with a bachelor’s degree, 90 credits are required, at least 72 of which must be completed at the University of Denver.
2. A minimum of 48 credits must be at the 4000- or 5000-level and may include as many dissertation research credits as considered appropriate by the advisor.
3. No courses at the 1000- or 2000-level are acceptable.
4. An overall GPA of 3.0 is required for the degree.
5. Any individual grade lower than C- renders the credit unacceptable.
6. Students who have completed the required 90 credits and are still working on the dissertation are eligible for Continuous Enrollment to maintain active student status at the University. Students working on internships are not eligible for Continuous Enrollment.
7. Students must complete all requirements for the doctoral degree no later than eight years after doctoral studies begin.
8. International students must enroll in at least eight credits each quarter to maintain full-time status, except during the annual vacation term (usually the summer quarter) or the final quarter of study that requires fewer credits than the minimum full-time enrollment to complete the program. Failure to maintain full-time enrollment is a violation of student status and may result in the termination from the program. Based on the recommendation of the academic advisor, an international student advisor may authorize the student to drop below full-time status for academic reasons specifically permitted under immigration regulations. However, academic authorizations may only be given once per degree level and are usually issued during the first term of study.
Course Requirements

1. Candidates who hold only a bachelor’s degree on entering the doctoral program are expected to **meet all degree requirements of the corresponding master's degree program** (as part of the doctoral requirements).

2. Students are required to take ENME 4950 **Graduate Assessment** in the last quarter of study. **NOTE**: Students are required to complete a written self-reflection on their thesis and upload the report to Assess-It along with thesis, defense presentation slides, and the completed and signed degree program plan before graduation.

3. PhD students who enter the program with a bachelor’s are required to take ENME 4900 **Graduate Professional Development** in the first year (this will be offered once a year; usually in winter quarter).

<table>
<thead>
<tr>
<th>Required Core Courses</th>
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<tbody>
<tr>
<td>ENME 4900</td>
<td>Grad Professional Development (Graduate Professional Development)</td>
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<tr>
<td>ENME 4950</td>
<td>Graduate Assessment (Graduate Assessment)</td>
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<table>
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<tr>
<th>Core Mechanical Courses</th>
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<tbody>
<tr>
<td>ENGR 3630</td>
<td>Finite Element Methods</td>
</tr>
<tr>
<td>ENGR 3645</td>
<td>Mechanisms</td>
</tr>
<tr>
<td>ENME 3651</td>
<td>Computational Fluid Dynamics</td>
</tr>
<tr>
<td>ENME 4020</td>
<td>Adv Finite Element Analysis</td>
</tr>
<tr>
<td>ENME 4520</td>
<td>Intermediate Dynamics (Intermediate Dynamics)</td>
</tr>
<tr>
<td>ENME 4541</td>
<td>Advanced Mechanics of Materials (Advanced Mechanics of Materials)</td>
</tr>
<tr>
<td>ENME 4630</td>
<td>Viscous Flow (Viscous Flow)</td>
</tr>
<tr>
<td>ENME 4670</td>
<td>Advanced Computational Fluid Dynamics</td>
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<tr>
<td>ENME 4800</td>
<td>Advanced Topics (ME) (Convective Heat Transfer)</td>
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<tr>
<th>Advanced Math Courses</th>
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<tbody>
<tr>
<td>ENGR 3620</td>
<td>Advanced Engineering Mathematics</td>
</tr>
<tr>
<td>ENGR 4300</td>
<td>Advanced Numerical Methods</td>
</tr>
<tr>
<td>ENGR 4350</td>
<td>Reliability</td>
</tr>
<tr>
<td>ENGR 4620</td>
<td>Optimization</td>
</tr>
</tbody>
</table>

PhD Students with a Master of Science

Program Structure:

1. A minimum of 36 credits must be at the 4000- or 5000-level and may include as many dissertation research credits as considered appropriate by the advisor. The total number of credits required for the degree is 90.

2. No courses at the 1000- or 2000-level are acceptable.

3. An overall GPA of 3.0 is required for the degree.

4. Any individual grade lower than C- renders the credit unacceptable.

5. Students who have completed the required 90 credits and are still working on the dissertation are eligible for Continuous Enrollment to maintain active student status at the University. Students working on internships are not eligible for Continuous Enrollment.

6. Students must complete all requirements for the doctoral degree no later than eight years after doctoral studies begin.

7. **International students** must enroll in at least eight credits each quarter to maintain full-time status, except during the annual vacation term (usually the summer quarter) or the final quarter of study that requires fewer credits than the minimum full-time enrollment to complete the program. Failure to maintain full-time enrollment is a violation of student status and may result in the termination from the program. Based on the recommendation of the academic advisor, an international student advisor may authorize the student to drop below full-time status for academic reasons specifically permitted under immigration regulations. However, academic authorizations may only be given once per degree level and are usually issued during the first term of study.

Course Requirements:

1. Students are required to take ENME 4950 **Graduate Assessment** in the last quarter of study. **NOTE**: Students are required to complete a written self-reflection on their thesis and upload the report to Assess-It along with thesis, defense presentation slides, and the completed and signed degree program plan before graduation.

2. If a PhD student fails his/her qualifying exam on the first try, he/she will be required to take ENME 4900 **Graduate Professional Development** as well. ENME 4900 will be offered once a year, usually in winter quarter.
Doctor of Philosophy in Nanoscale Science and Engineering

The Doctor of Philosophy in Nanoscale Science and Engineering (PhD NANO) shares faculty and other resources with existing graduate programs in NSM and RSECS. In order to make it easier for students to migrate between different programs, the program is structured similarly to other existing graduate programs in NSM and RSECS. All NSM and RSECS graduate programs focus on the research component. Therefore, coursework credit is supplemented by the significant amount of credit earned from independent study/independent research (IS/IR) courses taken in order to satisfy minimum credit requirements to earn a degree.

PhD Residence Requirement

The Nanoscale Science and Engineering PhD program does not have a residency requirement.

PhD Examination Structure

After successfully passing core courses, all students intending to pursue a PhD degree, must take a written comprehensive examination. This examination is based on the core courses and is administered by the graduate program committee. The comprehensive examination can have two possible outcomes:

1. Fail: Student will be moved to the MS level
2. Pass at the PhD level: advancement to preliminary PhD candidacy

The comprehensive examination can be retaken once for students failing on the first attempt.

Students advanced to the PhD preliminary candidacy are required to give an oral presentation on their dissertation research before their dissertation committee after substantial progress in the research is achieved, but at least one year before the anticipated date of graduation. Upon a successful oral presentation, student is advanced to final PhD candidacy.

All students pursuing a PhD degree defend their dissertation before the candidate’s dissertation committee, as specified in the University of Denver’s Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf).

PhD Students with a Bachelor of Science

Program Structure

1. The student, along with his/her adviser, will develop an appropriate plan of study with an area of specialization, technical electives and advanced mathematics.
2. A total of 90 credits are required, 72 of which must be completed at the University of Denver.
3. A satisfactory quality of achievement with a grade point average of 3.0 or better is required in graduate course work accepted for the degree. The average is determined on the basis of the university's grading system.
4. In no case may more than one-fourth of the hours accepted toward the degree be of C grade.
5. A grade lower than C- renders the credit unacceptable for meeting the degree requirements.
6. Prior to completion of the comprehensive exam, the plan of study must be approved by the student’s PhD committee.

Course Requirements

Required Courses

1. ENGR 4200 Introduction to Nanotechnology is required for all students.
2. Students are required to take ENME 4950 Graduate Assessment in the last quarter of study. NOTE: Students are required to complete a written self-reflection on their thesis and upload the report to Assess-It along with thesis, defense presentation slides, and the completed and signed degree program plan before graduation.
3. PhD students who enter the program with a bachelor’s are required to take ENME 4900 Graduate Professional Development in the first year (this will be offered once a year; usually in winter quarter).

Core Courses

1. Core curriculum is based on courses regularly offered by the six constituent departments (biological sciences, chemistry and biochemistry, computer science, electrical and computer engineering, mechanical and materials engineering, and physics and astronomy).
2. Core curriculum assures that all students have knowledge of a certain number of topics. Therefore, core courses taken are dependent on the background of a particular student and are determined by a graduate program adviser upon student’s admission based on the degree earned and courses taken, as evidenced by the available transcripts from each institution attended.
3. The area of specialization will consist of 15 credits of course work (with a minimum of nine credits of 4000-level courses, excluding IR).
4. An additional 12 credits of course work (excluding IR) are required as related technical electives.

5. One advanced mathematics requirement must be satisfied. Advanced mathematics courses at the 3000-level or higher are selected with the prior approval of the student's adviser.

6. A maximum of two core courses from this list can be waived.

7. The credit earned through other graduate courses at the 3000- and higher level not listed above can be applied toward the total credit requirement with the approval of the graduate program adviser.

Elective Courses

1. Elective courses are designed to give students a more specialized knowledge and prepare them for dissertation research.

2. Students must take at least four elective courses from this list, excluding IS and IR courses.

3. The following regularly offered courses are currently included in the Elective Course List, below.

PhD Students with a Master of Science

Program Structure

1. The program accepts students with a master of science or master of arts degree in biological sciences, biophysics, chemistry, biochemistry, computer science, engineering, physics or related discipline.

2. If a student is admitted with a closely related master's degree, up to 45 credits may be transferred and applied to the doctorate degree. The total number of credits required for the degree is 90.

3. A minimum of 45 credits are required at the University of Denver.

4. A satisfactory quality of achievement with a grade point average of 3.0 or better is required in graduate course work accepted for the degree. The average is determined on the basis of the university's grading system.

5. In no case may more than one-fourth of the hours accepted toward the degree be of C grade.

6. A grade lower than C- renders the credit unacceptable for meeting the degree requirements.

7. The student, along with his/her adviser, will also develop an appropriate plan of study with an area of specialization, technical electives and advanced mathematics.

8. Prior to completion of the comprehensive exam, the student's plan of study must be approved by the student's PhD committee.

Course Requirements

Required Courses

1. ENGR 4200 Introduction to Nanotechnology is required for all students.

2. Students are required to take ENME 4950 Graduate Assessment in the last quarter of study. NOTE: Students are required to complete a written self-reflection on their thesis and upload the report to Assess-It along with thesis, defense presentation slides, and the completed and signed degree program plan before graduation.

3. If a PhD student fails the qualifying exam on the first try, the student will be required to take ENME 4900 Graduate Professional Development as well. ENME 4900 will be offered once a year, usually in winter quarter.

Core Courses

1. Core curriculum is based on courses regularly offered by the six constituent departments (biological sciences, chemistry and biochemistry, computer science, electrical and computer engineering, mechanical and materials engineering, and physics and astronomy).

2. Core curriculum assures that all students have knowledge of a certain number of topics. Therefore, core courses taken are dependent on the background of a particular student and are determined by a graduate program adviser upon student’s admission based on the degree earned and courses taken, as evidenced by the available transcripts from each institution attended.

3. A maximum of two core courses from this list can be waived.

4. The dissertation research is normally carried out through IS and IR credits. The maximum number of IS/IR credits in dissertation research that can be applied toward the total credit requirement is 15 credits.

5. The credit earned through other graduate courses at the 3000- and higher level not listed above can be applied toward the total credit requirement with the approval of the graduate program adviser.
Elective Courses

1. Elective courses are designed to give students a more specialized knowledge and prepare them for dissertation research.
2. Students must take at least four elective courses from this list, excluding IS and IR courses.
3. The following regularly offered courses are currently included in the Elective Course List, below.

Required Core Courses

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGR 4200</td>
<td>Introduction to Nanotechnology</td>
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</tr>
<tr>
<td>ENME 4900</td>
<td>Grad Professional Development (Graduate Professional Development)</td>
<td>1</td>
</tr>
<tr>
<td>ENME 4950</td>
<td>Graduate Assessment (Graduate Assessment)</td>
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Core Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 3705</td>
<td>Advanced Topics in Molecular Biology</td>
<td>1-4</td>
</tr>
<tr>
<td>CHEM 3310</td>
<td>Structure and Energetics I</td>
<td>3</td>
</tr>
<tr>
<td>COMP 3371</td>
<td>Advanced Data Structures &amp; Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 4200</td>
<td>Introduction to Nanotechnology</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 4210</td>
<td>Introduction to Nano-Electro-Mechanical-Systems</td>
<td>4</td>
</tr>
<tr>
<td>or ENGR 4220</td>
<td>Introduction to Micro-Electro-Mechanical-Systems</td>
<td>4</td>
</tr>
<tr>
<td>ENME 4310</td>
<td>Computational Methods for Mechanics and Materials</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 3111</td>
<td>Quantum Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 4411</td>
<td>Advanced Condensed Matter I</td>
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</table>

Elective Course List

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 3642</td>
<td>Neuropsychology</td>
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<tr>
<td>CHEM 3110</td>
<td>Chemical Systems I</td>
<td>9</td>
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<tr>
<td>&amp; CHEM 3120</td>
<td>and Chemical Systems II</td>
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<tr>
<td>&amp; CHEM 3130</td>
<td>and Chemical Systems III</td>
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</tr>
<tr>
<td>CHEM 3220</td>
<td>Advanced Analytical Chemistry</td>
<td>3</td>
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<tr>
<td>COMP 3351</td>
<td>Programming Languages</td>
<td>4</td>
</tr>
<tr>
<td>COMP 3381</td>
<td>Software Engineering I</td>
<td>4</td>
</tr>
<tr>
<td>COMP 3421</td>
<td>Database Organization &amp; Management I</td>
<td>4</td>
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<tr>
<td>COMP 4704</td>
<td>Advanced Topics-Systems</td>
<td>3-4</td>
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<tr>
<td>ENEE 3011</td>
<td>Physical Electronics</td>
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<tr>
<td>ENEE 4035</td>
<td>Nanophotonics</td>
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</tr>
<tr>
<td>ENGR 3100</td>
<td>Instrumentation and Data Acquisition</td>
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</tr>
<tr>
<td>ENGR 4350</td>
<td>Reliability</td>
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</tr>
<tr>
<td>ENME 4660</td>
<td>Micro Heat Exchangers</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 3112</td>
<td>Quantum Physics II</td>
<td>4</td>
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<tr>
<td>PHYS 3841</td>
<td>Thermal Physics I</td>
<td>4</td>
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<tr>
<td>PHYS 4111</td>
<td>Quantum Mechanics I</td>
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<tr>
<td>&amp; PHYS 4112</td>
<td>and Quantum Mechanics II</td>
<td></td>
</tr>
<tr>
<td>PHYS 4412</td>
<td>Advanced Condensed Matter II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4611</td>
<td>Adv Electricity &amp; Magnetism I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; PHYS 4612</td>
<td>and Adv Electricity &amp; Magnetism II</td>
<td></td>
</tr>
<tr>
<td>PHYS 4811</td>
<td>Statistical Mechanics I</td>
<td>4</td>
</tr>
</tbody>
</table>

Engineering, Bio Courses

ENBI 4500 Biofluids (4 Credits)
The application of fluid dynamics theory and design to problems within the biomedical community. Specific topics covered include the mechanics of inhaled therapeutic aerosols, basic theory of circulation and blood flow, foundations in biotechnology and bioprocessing, and controlled drug delivery. Cross listed with ENBI 3500.
ENBI 4510 Biomechanics (4 Credits)
An introduction to the mechanical behavior of biological tissues and systems. Specific topics covered include: Analysis of the human musculoskeletal system as sensors, levers, and actuators; Joint articulations and their mechanical equivalents; Kinematic and kinetic analysis of human motion; Introduction to modeling human body segments and active muscle loading for analysis of dynamic activities; Mechanical properties of hard and soft tissues; Mechanical and biological consideration for repair and replacement of soft and hard tissue and joints; Orthopedic implants. Cross listed with ENBI 3510.

ENBI 4520 Introduction to Cardiovascular Engineering (4 Credits)
An introduction to cardiovascular mechanics with a focus on the quantitative understanding of the mechanical phenomena that governs the cardiovascular system. Specific topics covered include: basic principles of circulation including macro and micro circulation, soft tissue mechanics, applications to cardiovascular diseases, modelling techniques, clinical and experimental methods, and design of cardiovascular devices. Recommended prerequisites: ENME 2541 and ENME 2661.

ENBI 4800 Adv Topics (Bioengineering) (1-5 Credits)
Various topics in Bioengineering as announced. May be taken more than once. Prerequisite: varies with offering.

ENBI 4991 Independent Study (1-5 Credits)
ENBI 4992 Directed Study (1-5 Credits)
ENBI 4995 Independent Research (1-18 Credits)

Engineering, Mechanical Courses

ENME 3511 Machine Design (3 Credits)
Application of statics, dynamics, mechanics of materials and manufacturing processes to the design of machine elements and systems. Properties of materials and design criteria. Synthesis and analysis of a machine design project. Prerequisites: ENME 2520, ENME 2541.

ENME 3545 Mechanisms (4 Credits)
Synthesis, analysis and use of mechanisms. Mechanisms studied include cams, gears and planar linkages, with an emphasis on planar linkages. Prerequisites: ENME 2530 and COMP 1572.

ENME 3651 Computational Fluid Dynamics (4 Credits)
This course introduces principles and applications of computational methods in fluid flow and topics chosen from heat transfer, mass transfer or two phase flow. The conservation equations, their discretations and solutions, are presented. Convergence and validity of solutions along with computational efficiency are explored. Students learn to apply these techniques using the latest software packages. Prerequisite: ENME 2671 or instructor approval.

ENME 4020 Adv Finite Element Analysis (4 Credits)

ENME 4310 Computational Methods for Mechanics and Materials (4 Credits)
An introductory course for the general-purpose computational methods in advanced multiscale materials and mechanics. Students learn the fundamentals on the numerical methods used in mechanical and materials engineering. Cross listed with ENME 3310.

ENME 4360 Advanced Elasticity (3 Credits)
Stress tensor; analysis of strain; conservation laws; linear elastic stress-strain relationships; solution of problems in elasticity by potentials; 2-D problems in elasticity; energy theorems; wave propagation; numerical techniques.

ENME 4400 Fatigue (4 Credits)
A detailed overview of fatigue. Topics include: stress life and strain life approaches, fracture mechanics, constant amplitude and spectrum loading, life prediction, fatigue at notches, microstructural effects, environmentally assisted fatigue, retardation and acceleration, multi-axial fatigue, design against fatigue and reliability. Cross listed with ENME 3400.

ENME 4520 Intermediate Dynamics (4 Credits)
Development and analysis of dynamic systems through classical and modern approaches. Topics include: reference frames, particle kinematics, Newtonian particle mechanics, Phase Portraits, rigid-body kinematics, Euler's laws, Lagrange's Equations, Lagrange Multipliers, and Kane's Equations. Recommended prerequisites: MATH 2070 and MATH 2080.

ENME 4541 Advanced Mechanics of Materials (4 Credits)
This is a second-level course in mechanics of materials with an emphasis on techniques that are useful for mechanical design. Topics may include energy methods, non-symmetrical and nonlinear bending, shear and torsion of closed and open sections, beams in elastic foundations, membrane stress in axisymmetric shells, asymmetric bending of cylindrical shells, thick-walled cylinders and disks, curved beams, and elastic stability. Recommended prerequisite: ENME 2541.

ENME 4630 Viscous Flow (4 Credits)
Course covers the fundamentals of fluid mechanics from an advanced point of view with emphasis on the mathematical treatment of viscous-flow phenomena. Topics cover the Navier-Stokes equations and its exact and similarity solutions, laminar boundary layer theory, free-shear flows, and the phenomena of instability and transition to turbulence. Recommended prerequisite: ENME 2661.

ENME 4650 Adv. Fluid Dynamics (4 Credits)
Physical properties of liquids and gases; turbulence and closure models; surface waves and instabilities; non-Newtonian fluid behavior; conformal mapping and airfoil theory.
ENME 4660 Micro Heat Exchangers (4 Credits)
Explores the advance principles and applications of fluid dynamics and heat transfer through the application to micro fluidic heat exchanger design and optimization. Students utilize Mathcad extensively to seek optimized exchanger performance within a clearly defined design space. Students also build small scale heat exchangers from their optimized designs. Prerequisite: ENME 2671.

ENME 4670 Advanced Computational Fluid Dynamics (4 Credits)
Building on the principles and applications of computational methods in fluid flow and topics chosen from heat transfer, mass transfer and two phase flow. Specifically, Monte Carlo and volume of fluid techniques are discussed at length. Additionally, students learn how to set up automated design optimization using the latest software packages. Time permitting, students also are introduced to fluid-solid interaction modeling. Prerequisite: ENME 3651.

ENME 4800 Advanced Topics (ME) (1-5 Credits)
Determined by interest and demand. May be taken more than once for credit.

ENME 4900 Grad Professional Development (1 Credit)
This course is required for all MME MS graduate students and all MME PhD graduate students who enter with a BS or enter with an MS but fail their first qualifying exam. One of our objectives is for all graduating students to have good written and verbal communication skills. This course is set up to meet those objectives. During this course, students write a mini-proposal and/or literature review. Students follow guidelines for a funding agency (e.g. NSF or NIH) for the mini-proposal. If students have a research advisor, students can coordinate with their advisor. If students do not have a research advisor, students may pick a topic that most interests them. Both a written proposal and an oral presentation are required of all students. Graduate standing is required.

ENME 4950 Graduate Assessment (0 Credits)
This graduate assessment course is required for all MME graduate students to be taken in their last quarter. All required assessment materials are uploaded to Assess-It to meet the course requirements. Students will receive emails through the Assess-It system notifying you of what is required to be uploaded.

ENME 4991 Independent Study (1-10 Credits)
ENME 4992 Directed Study (1-10 Credits)
ENME 4995 Independent Research (1-18 Credits)
ENME 5991 Independent Study (1-10 Credits)
ENME 5995 Independent Research (1-10 Credits)

Engineering Courses
ENGR 3210 Intro Nano-Electro-Mechanics (4 Credits)
Familiarize science and engineering students with the electromechanical aspects of the emerging field of Nanotechnology (NEMS). NEMS is a relatively new and highly multidisciplinary field of science and technology with applications to state of the art and future sensors, actuators, and electronics. Starting with an overview of nanotechnology and discussion on the shifts in the electromechanical behavior and transduction mechanisms when scaling the physical dimensions from centimeters to micro-meters and then down to nanometers. Several electromechanical transduction mechanisms at the micro and nanoscale are presented and discussed in an application based context. New electromechanical interactions appearing in the nano and molecular scale, such as intra-molecular forces and molecular motors, are discussed. A detailed discussion and overview of nanofabrication technologies and approaches are also provided. Cross listed with ENGR 4210. Prerequisite: must be an engineering or science major of at least junior standing.

ENGR 3510 Renewable and Efficient Power and Energy Systems (4 Credits)
This course introduces the current and future sustainable electrical power systems. Fundamentals of renewable energy sources and storage systems are discussed. Interfaces of the new sources to the utility grid are covered. Prerequisite: ENEE 2021.

ENGR 3520 Introduction to Power Electronics (4 Credits)
This covers fundamentals of power electronics. We discuss various switching converters topologies. Basic knowledge of Efficiency and small-signal modeling for the DC-DC switching converters is covered. Furthermore, magnetic and filter design are introduced. Prerequisites: ENEE 2211 and ENGR 3722.

ENGR 3525 Power Electronics and Renewable Energy Laboratory (1 Credit)
In this course the fundamentals of switching converters and power electronics in a real laboratory set-up are covered. The course incorporates hardware design, analysis, and simulation of various switching converters as a power processing element for different energy sources. The energy sources are power utility, batteries, and solar panels. Prerequisite: ENGR 3520.

ENGR 3540 Electric Power Systems (4 Credits)
This course covers methods of calculation of a comprehensive idea on the various aspects of power system problems and algorithms for solving these problems. Prerequisite: ENGR 3530.

ENGR 3550 Introduction to Machine Drive Control (4 Credits)
This course provides the basic theory for the analysis and application of adjustable-speed drive systems employing power electronic converters and ac or dc machines. Prerequisites: ENGR 3520 and ENGR 3530.
ENGR 3610 Engineering Analysis (3 Credits)
Applied mathematics for engineers. Generalized Fourier analysis, complex variables, vector calculus, introduction to Bessel functions, and applied probability and statistics. Cross listed with ENGR 3620. Prerequisites: MATH 2070, MATH 2080.

ENGR 3620 Advanced Engineering Mathematics (4 Credits)

ENGR 3630 Finite Element Methods (4 Credits)
Introduction to the use of finite element methods in one or two dimensions with applications to solid and fluid mechanics, heat transfer and electromagnetic fields; projects in one or more of the above areas. Prerequisite: ENGR 3610 or equivalent.

ENGR 3721 Controls (3,4 Credits)
Modeling, analysis and design of linear feedback control systems using Laplace transform methods. Techniques and methods used in linear mathematical models of mechanical, electrical, thermal and fluid systems are covered. Feedback control system models, design methods and performance criteria in both time and frequency domains. A linear feedback control system design project is required. Prerequisites: ENEE 2021, ENGR 3610 or permission of instructor.

ENGR 3722 Control Systems Laboratory (1 Credit)
This laboratory course serves as supplement to ENGR 3721. It aims at providing "hands on" experience to students. It includes experiments on inverted pendulum, gyroscopes, motor control, feedback controller design, time-domain and frequency domain. Corequisite: ENGR 3721.

ENGR 3730 Robotics (3 Credits)
Introduction to the analysis, design, modeling and application of robotic manipulators. Review of the mathematical preliminaries required to support robot theory. Topics include forward kinematics, inverse kinematics, motion kinematics, trajectory control and planning, and kinetics. Cross listed with ENGR 4730. Prerequisites: ENME 2520 and MATH 2060 or MATH 2200 or permission of instructor.

ENGR 3731 Robotics Lab (1 Credit)
Laboratory that complements the analysis, design, modeling and application of robotic manipulators. Implementation of the mathematical structures required to support robot operation. Topics include forward kinematics, inverse kinematics, motion kinematics, trajectory control and planning and kinetics. Applications include programming and task planning of a manufacturing robot manipulator. Corequisite: ENGR 3730 or permission of instructor.

ENGR 3800 Topics (ENGR) (1-4 Credits)
Special topics in engineering as announced. May be taken more than once. Prerequisite: varies with offering.

ENGR 3900 Engineering Internship (0-4 Credits)
Students in engineering may receive elective credit for engineering work performed for engineering employers with the approval of the chair or associate chair of the department. At the end of the term, a student report on the work is required, and a recommendation will be required from the employer before a grade is assigned. Junior, senior, or graduate status in engineering is normally required. May not be used to satisfy technical requirements. May be taken more than one for a maximum of 6 quarter hours. Prerequisite: permission of instructor.

ENGR 3951 Engineering Assessment II (0 Credits)
Students in Mechanical Engineering must register for and take the Fundamentals of Engineering Examination (FE). All students must complete an engineering exit interview and other assessment related tasks. To be taken in the last quarter of attendance.

ENGR 3970 Entrepreneurship for Engineers and Computer Scientists (4 Credits)
The course presents an overview of fundamentals of understanding entrepreneurship and entrepreneurial characteristics; the focus is on aspects of engineering entrepreneurship, technology-based innovation and new product development. Topics to be covered: learning an industry; recognizing and creating opportunities; new product development process, phases and cycle, risks and benefits; 'testing' of an engineering-focused business concept; marketing, organizational plan strategies and financing for new start ups. Special attention is given to technological innovation, considering both incremental or routine innovation, and more radical or revolutionary changes in products and processes. Prerequisite: ENGR 3610 or permission of the instructor.

ENGR 4100 Instrumentation and Data Acquisition (4 Credits)
Cross listed with ENGR 3100.

ENGR 4200 Introduction to Nanotechnology (4 Credits)
The most important recent accomplishments so far in the application of nanotechnology in several disciplines are discussed. Then a brief overview of the most important instrumentation systems used by nanotechnologists is provided. The nature of nanoparticles, nanoparticle composites, carbon nanostructures, including carbon nanotubes and their composites is subsequently discussed. The course also deals with nanopolymers, nanobiological systems, and nanoelectronic materials and devices. The issues of modeling of nanomaterials and nanostructures is also covered. Multiscale modeling based on finite element simulations, Monte Carlo methods, molecular dynamics and quantum mechanics calculations are briefly addressed. Most importantly, students should obtain appreciation of developments in nanotechnology outside their present area of expertise. Cross listed with ENGR 3200.
ENGR 4210 Introduction to Nano-Electro-Mechanical-Systems (4 Credits)
This course familiarizes science and engineering students to the electromechanical aspects of the emerging field of Nanotechnology (NEMS). NEMS is a relatively new and highly multidisciplinary field of science and technology with applications in the state of the art and future sensors, actuators, and electronics. This course starts with an overview of nanotechnology and discussion on the shifts in the electromechanical behavior and transduction mechanisms when scaling the physical dimensions from centimeters to micro-meters and then down to nanometers. Several electromechanical transduction mechanisms at the micro and nanoscale are presented and discussed in an application based context. New electromechanical interactions appearing in the nano and molecular scale, such as intra-molecular forces and molecular motors, are discussed. A detailed discussion and overview of nanofabrication technologies and approaches are also provided. Cross listed with ENGR 3210.

ENGR 4215 Nanoscale Electromechanical Systems and Nanofabrication Laboratory (4 Credits)
This course provides science and engineering students with comprehensive hands-on experience in design, fabrication and characterization of Nanoscale Electromechanical Systems (NEMS). This laboratory-based course starts with a number of sessions including brief lectures reviewing the fundamentals and theories followed by pre-designed lab experiments. The students are then provided with a choice of different comprehensive design and implementation projects to be performed during the quarter. The projects include design, layout, fabrication, and characterization of the devices potentially resulting in novel findings and publications.

ENGR 4220 Introduction to Micro-Electro-Mechanical-Systems (4 Credits)
This course introduces students to the multi-disciplinary field of Micro-Electro-Mechanical-Systems (MEMS) technology. MEMS and Microsystem technology is the integration of micro-scale electro-mechanical elements, sensors, actuators, and electronics on a common substrate or platform through semiconductor microfabrication technologies. The course gives a brief overview of the involved physical phenomena, electromechanical transduction mechanisms, design principles, as well as fabrication and manufacturing technologies. Cross listed with ENGR 3220.

ENGR 4300 Advanced Numerical Methods (4 Credits)
Fundamental and advanced numerical methods to approximate mathematical problems for engineering applications using modern software such as Matlab. Topics include numerical differentiation and integration, solution to linear and non-linear equations, ordinary and partial differential equations, and initial, boundary, and eigen value problems. Recommended prerequisite: MATH 2070.

ENGR 4350 Reliability (4 Credits)
An overview of reliability-based design. Topics include: fundamentals of statistics, probability distributions, determining distribution parameters, design for six sigma, Monte Carlo simulation, first and second order reliability methods (FORM, SORM). Most Probable Point (MPP) reliability methods, sensitivity factors, probabilistic design. Cross listed with ENGR 3350.

ENGR 4350 Intro to Power and Energy (4 Credits)
Basic concepts of AC systems, single-phase and three-phase networks, electromechanical energy conversion, electric power generation, transformers, transmission lines, AC machinery, DC motors, and contemporary topics in power and energy conversion. Cross listed with ENGR 3530.

ENGR 4345 Electric Power Economy (4 Credits)
This course covers economy aspects of electric power industry and the implications for power and energy engineering in the market environment. Cross listed with ENGR 3545. Prerequisite: ENGR 3545. Prerequisite: ENGR 3540 or equivalent; permission of instructor; knowledge of MATLAB/Simulink is required.

ENGR 4455 Probabilistic Methods in Electric Power Systems (4 Credits)
The course covers techniques for probabilistic power system analysis and design, power system reliability, probabilistic structural design and analysis of transmission lines, analysis and assessment of transmission line reliability, probability-based power system design criteria, probabilistic load-flow studies and probabilistic power system stability. Prerequisites: ENGR 3540 or equivalent; permission of instructor; knowledge of MATLAB/Simulink is required.

ENGR 4450 Power Generation Operation and Control (4 Credits)
This course covers economic dispatch of thermal units and methods of solution; transmission system effects; generate with limited energy supply; production cost models; control of generation; interchange of power and energy; power system security; state estimation in power systems; optimal power flow. Prerequisite: ENGR 4450.

ENGR 4450 Power System Protection (4 Credits)
This course covers methods of calculation of fault currents under different types of fault; circuit breakers, current transformers, potential transformers; basic principles of various types of relays; applications of relays in the protection of generator, transformer, line, and bus, etc. Prerequisite: ENGR 4450.

ENGR 4460 Optimization (3,4 Credits)
Engineering problems will be formulated as different programming problems to show the wide applicability and generality of optimization methods. The development, application, and computational aspects of various optimization techniques will be discussed with engineering examples. The application of nonlinear programming techniques will be emphasized. A design project will be assigned.

ENGR 4470 Introduction to Robotics (4 Credits)
Introduction to the analysis, design, modeling and application of robotic manipulators. Review of the mathematical preliminaries required to support robot theory. Topics include forward kinematics, inverse kinematics, motion kinematics, trajectory control and planning, and kinetics. Applications include programming and task planning of a manufacturing robot manipulator. Cross listed with ENGR 3730. Prerequisites: ENME 2520 and MATH 2060 or MATH 2200 or instructor approval.
ENGR 4735 Linear Systems (4 Credits)
This course focuses on linear system theory in time domain. It emphasizes linear and matrix algebra, numerical matrix algebra and computational issues in solving systems of linear algebraic equations, singular value decomposition, eigenvalue-eigenvector and least-squares problems, linear spaces and linear operator theory. It studies modeling and linearization of multi-input/multi-output dynamic physical systems, state-variable and transfer function matrices, analytical and numerical solutions of systems of differential and difference equations, structural properties of linear dynamic physical systems, including controllability, observability and stability. It covers canonical realizations, linear state-variable feedback controller and asymptotic observer design, and the Kalman filter. Crosslisted with ENGR 3735. Prerequisites: ENGR 3610, ENGR 3721/3722, or permission of the instructor.

ENGR 4740 Principles of Adaptive and Optimal Control Systems (4 Credits)
This course covers fundamentals of adaptive and optimal control systems. Topics to be covered include: i) From adaptive control: parameter estimation, model reference adaptive systems, self-tuning regulators, gain scheduling, stability, alternatives to adaptive control; ii) From optimal control: principles and methods of optimal control, performance measures, dynamic programming, calculus of variations, Pontryagin's principle, variational approach to optimal control problems, optimal linear regulators with quadratic criteria, time and fuel optimal systems. Prerequisites: ENEE 3111, ENGR 3610, and ENGR 3721. Students must have knowledge of MATLAB.

ENGR 4745 Adv Non-Linear Control System (3 Credits)
Limit cycles; functional analysis approach to input-output stability; analysis/synthesis of time-varying systems; feedback linearization, bang-bang control. Prerequisite: ENGR 3721.

ENGR 4810 Advanced Topics (ENGR) (1-5 Credits)
ENGR 4991 Independent Study (1-5 Credits)
ENGR 4992 Directed Study (1-10 Credits)
ENGR 4995 Independent Research (1-18 Credits)
ENGR 5991 Independent Study (1-10 Credits)
ENGR 5995 Independent Research (1-18 Credits)

Daniels College of Business

The Daniels College of Business is dedicated to educating ethical business leaders, advancing the theory and practice of business, and making a positive global impact. As the eighth-oldest business college in the country, we have helped graduates achieve their career aspirations for more than a century. The College is ranked among the best of the world’s top business schools. We are proud to be one of the 655 business schools accredited by the Association to Advance Collegiate Schools of Business (AACSB). Daniels is the only business school in Colorado to receive high rankings and recognition from Businessweek, the Financial Times, U.S. News & World Report, and Forbes. Daniels is internationally recognized for integrating social, environmental and ethical issues into our traditional curricula. Committed to diversity, we welcome all who want to hone their skills, improve their knowledge, and gain a lasting foundation.

Daniels College General

Office: Daniels College of Business, Suite 255, 2101 S. University Blvd., Denver, CO 80208
Phone: 303.871.3416
Web Site: http://daniels.du.edu/graduate/

Master of Business Administration in General Business

The Daniels College of Business Full-time MBA is a comprehensive 21-month program that immerses students in the study and practice of business. Students will gain the technical expertise and leadership skills required to navigate complex business situations with confidence and integrity.

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

Cohort
Cohort program—experience the MBA core classes with the same set of peers to maximize cross-learning, collaboration and networking.

Concentrations/Electives
Students will have 24 credits to concentrate on a specific business discipline. These concentrations include: Accounting, Business Analytics, Finance, Innovation and Entrepreneurship, Management, Marketing, Real Estate and Construction Management, School Leadership, Values Based Leadership, and a customized option.

Master of Business Administration in General Business in the Executive MBA Program

The Daniels Executive MBA (EMBA) at the University of Denver is a highly selective academic program designed for the mid-to-senior level professional. Strategically focused and integrated in approach, the EMBA classroom is a dynamic environment of leaders from a wide array of
backgrounds and industries. Although the pace of the EMBA experience is accelerated and academically rigorous, it is offered in an efficient once-a-week format which allows for balance between career, school and personal life.

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

**Cohort**
A cohort MBA program with an integrated, lockstep curriculum of 24 courses (60 credit hours).

**Class Schedule**
Alternating Fridays and Saturdays once a week, from 8 a.m. to 5 p.m. 18 calendar months.

**Master of Business Administration in General Business in the Professional MBA Program**
The Daniels Professional MBA (PMBA) is an ideal fit for early- to mid career professionals. It holds the same quality and rigor as our Full-time MBA with a curriculum focus suited for those with three to nine years of professional work experience. Students in the PMBA program are fully employed and enjoy a network of like-experienced peers. Gaining exposure to one another's industries and challenges is a key benefit of this MBA option.

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

**Cohort**
A 24-month, cohort program with a sequential curriculum of 62 lockstep credit hours followed by 8 elective credits.

**Evening PMBA Class Schedule**
Two classes per evening, on Mondays and Wednesdays from 6 p.m. to 10 p.m.

**Master of Business Administration in General Business in the One Year MBA Program**
The One-year MBA is an intense, 11-month program for students seeking to immediately build upon their undergraduate business degree to acquire the MBA-level knowledge sought after in today’s competitive marketplace.

The Daniels College of Business is one of the few business colleges that offers a One-year MBA to recent college graduates.

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

**Cohort**
A 56-hour, 11-month, full-time program with 8 credit hours of intensive business review, 12 credit hours of advanced core classes, 12 credit hours of Daniels Compass courses and 24 credit hours of electives in a selected concentration. Experience the MBA core classes with the same set of peers to maximize cross-learning, collaboration and networking.

**Concentrations/Electives**
Students will have 24 credits to concentrate on a specific business disciple. These concentrations include: Accounting, Business Analytics, Customized, Finance, Innovation and Entrepreneurship, Management, Marketing, Real Estate and Construction Management, and Values Based Leadership.

Program Start date: August

**International Master of Business Administration in International Business**
The International MBA (IMBA) from The Daniels College of Business is a full- or part-time program for students interested in pursuing a career in international business. The degree combines two highly regarded programs—the Daniels MBA and courses taken at the University of Denver’s Josef Korbel School of International Studies—into one powerful degree. Students emerge with the business acumen that the marketplace expects from an MBA graduate, but the ability to manage across national boundaries, balance calls for globalization with local interests and market to different cultures sets our students apart.

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

**Cohort**
Cohort program—experience the MBA core classes with the same set of peers to maximize cross-learning, collaboration and networking.
Concentrations/Electives

Students have the option of building a concentration in a specific business disciple into their International MBA. These concentrations (requiring an additional 12-16 credit hours) include: Accounting, Business Analytics, Finance, Innovation and Entrepreneurship, Management, Marketing, Real Estate and Construction Management, Values Based Leadership, and a customized option.

MASTER OF BUSINESS ADMINISTRATION IN GENERAL BUSINESS

- Application fee $100 non-refundable
- GMAT or GRE Scores required. Applicants who wish to be considered for merit-based scholarships or graduate assistantships must take the GMAT. To have your GMAT or GRE scores reported to Daniels, please use the following codes: GMAT code MZR-GT-43 and the GRE code is 4842.
- Official Transcripts: Submit one official transcript from each higher educational institution you attended in officially sealed envelopes. A bachelor's degree from a regionally accredited college or university is required.
- Submit a resume that focuses on your unique strengths and accomplishments.
- Two letters of recommendation are required from individuals (non-relatives) who can evaluate your academic and/or work performance as well as your potential for success in graduate school.
- Two required and one optional essay. Essays are assessed for clarity, organization, conciseness and grammar. Through the essays, you can communicate what you hope to achieve at Daniels and how you will contribute to the Daniels community.
- Admissions Interview: Applicants are contacted by a Daniels representative to schedule the admissions interview, which will be conducted in person, by phone, or via web cam.
- A minimum of three years of work experience is recommended for the Full-time MBA program.
- Tuition Deposit: If accepted into the program, a $500 deposit is due to reserve your seat. This deposit is non-refundable and is credited toward your first tuition payment.

MASTER OF BUSINESS ADMINISTRATION IN GENERAL BUSINESS IN THE EXECUTIVE MBA PROGRAM

- Application fee $100 non-refundable
- Ten or more years of professional work and management experience are required. Management is defined as people, project, financial or sales territory management experience, or a combination.
- GMAT or GRE Scores not required for candidates who have the required work and management experience.
- Official Transcripts: Submit one official transcript from each higher educational institution you attended in officially sealed envelopes. An undergraduate degree from a regionally accredited college or university is required.
- Submit a resume that focuses on your unique strengths and accomplishments.
- Two letters of recommendation are required from individuals (non-relatives) who can evaluate your academic and/or work performance as well as your potential for success in graduate school.
- Two required and one optional essay. Essays are assessed for clarity, organization, conciseness and grammar. Through the essays, you can communicate what you hope to achieve at Daniels and how you will contribute to the Daniels community.
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MASTER OF BUSINESS ADMINISTRATION IN GENERAL BUSINESS IN THE PROFESSIONAL MBA PROGRAM

- Application fee $100 non-refundable
- GMAT or GRE Scores required. Applicants who wish to be considered for merit-based scholarships or graduate assistantships must take the GMAT. To have your GMAT or GRE scores reported to Daniels, please use the following codes: GMAT code MZR-GT-43 and the GRE code is 4842.
  - The PMBA selection committee will consider GMAT waiver requests from candidates who meet one of the following standards (on a case-by-case basis):
    - Identified as a high-potential employee by your company and have some combination of the above factors.
    - A business or quantitative undergraduate background.
    - Significant work experience.
- Official Transcripts: Submit one official transcript from each higher educational institution you attended in officially sealed envelopes. An undergraduate degree from a regionally accredited college or university is required.
- Submit a resume that focuses on your unique strengths and accomplishments.
- Two letters of recommendation are required from individuals (non-relatives) who can evaluate your academic and/or work performance as well as your potential for success in graduate school.
• Two required and one optional essay. Essays are assessed for clarity, organization, conciseness and grammar. Through the essays, you can communicate what you hope to achieve at Daniels and how you will contribute to the Daniels community.

• Admissions Interview: Applicants are contacted by a Daniels representative to schedule the admissions interview, which will be conducted in person, by phone, or via web cam.

• The average PMBA student has about six years of professional work experience, although the range is generally three to nine years.

• Tuition Deposit: If accepted into the program, a $500 deposit is due to reserve your seat. This deposit is non-refundable and is credited toward your first tuition payment.

MASTER OF BUSINESS ADMINISTRATION IN GENERAL BUSINESS IN THE ONE YEAR MBA PROGRAM

• Application fee $100 non-refundable

• GMAT or GRE Scores required. Applicants who wish to be considered for merit-based scholarships or graduate assistantships must take the GMAT. To have your GMAT or GRE scores reported to Daniels, please use the following codes: GMAT code MZR-GT-43 and the GRE code is 4842.

• An undergraduate business degree from any AACSB-accredited university is a prerequisite. Enrollment in the One-Year MBA must begin within one year of undergraduate graduation.

• Official Transcripts: Submit one official transcript from each higher educational institution you attended in officially sealed envelopes.

• Submit a resume that focuses on your unique strengths and accomplishments.

• Two letters of recommendation are required from individuals (non-relatives) who can evaluate your academic and/or work performance as well as your potential for success in graduate school.

• Two required and one optional essay. Essays are assessed for clarity, organization, conciseness and grammar. Through the essays, you can communicate what you hope to achieve at Daniels and how you will contribute to the Daniels community.

• Admissions Interview: Applicants are contacted by a Daniels representative to schedule the admissions interview, which will be conducted in person, by phone, or via web cam.

• Tuition Deposit: If accepted into the program, a $500 deposit is due to reserve your seat. This deposit is non-refundable and is credited toward your first tuition payment.

International Master of Business Administration in International Business

• Application fee $100 non-refundable

• GMAT or GRE Scores required. Applicants who wish to be considered for merit-based scholarships or graduate assistantships must take the GMAT. To have your GMAT or GRE scores reported to Daniels, please use the following codes: GMAT code MZR-GT-43 and the GRE code is 4842.

• Official Transcripts: Submit one official transcript from each higher educational institution you attended in officially sealed envelopes. A bachelor’s degree from a regionally accredited college or university is required.

• Submit a resume that focuses on your unique strengths and accomplishments.

• Two letters of recommendation are required from individuals (non-relatives) who can evaluate your academic and/or work performance as well as your potential for success in graduate school.

• Two required and one optional essay. Essays are assessed for clarity, organization, conciseness and grammar. Through the essays, you can communicate what you hope to achieve at Daniels and how you will contribute to the Daniels community.

• Admissions Interview: Applicants are contacted by a Daniels representative to schedule the admissions interview, which will be conducted in person, by phone, or via web cam.

• A minimum of three years of work experience is recommended for the Full-time IMBA program.

• Tuition Deposit: If accepted into the program, a $500 deposit is due to reserve your seat. This deposit is non-refundable and is credited toward your first tuition payment.

Master of Business Administration in General Business

Core coursework requirements

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<thead>
<tr>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<td>4</td>
</tr>
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</tr>
<tr>
<td>MKTG 4100</td>
<td>Marketing Concepts</td>
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</tbody>
</table>

**Elective requirements**

Students will complete 24 credits in 4000-level general business courses.

Total Credits: 80

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**Master of Business Administration in General Business with a Concentration in Accounting**

**Core coursework requirements**

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</tbody>
</table>

**Elective requirements**

24 credits in electives/concentration courses required.

Total Credits: 80

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**Master of Business Administration in General Business with a Concentration in Business Analytics**

**Core coursework requirements**

<table>
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<tr>
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</tbody>
</table>

**Elective requirements**

24 credits in electives/concentration courses required.

A minimum of 16 of the 24 elective credits must be completed in 4000 level ACTG courses to complete a concentration. Must work directly with the ACTG Department on course selection.

Total Credits: 80
24 credits in electives/concentration courses required.

Concentration requirements

A minimum of 16 of the 24 elective credits must be completed in 4000 level INFO courses to complete a concentration, including:

<table>
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<tr>
<td>INFO 4100</td>
<td>Business Intelligence, Data Warehousing, Corporate Decision Making and Leadership</td>
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<tr>
<td>INFO 4140</td>
<td>Business Databases</td>
</tr>
<tr>
<td>INFO 4300</td>
<td>Predictive Analytics</td>
</tr>
<tr>
<td>INFO 4340</td>
<td>Data Mining and Visualization</td>
</tr>
</tbody>
</table>

Other 400-level INFO courses could be substituted for INFO 4300 and INFO 4340 with faculty approval.

Total Credits 24

Master of Business Administration in General Business with a Concentration in Business - Customized

Core coursework requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
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<td>BUS 4610</td>
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<tr>
<td>ACTG 4660</td>
<td>Strategic Cost Management</td>
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<td>MBA 4690</td>
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</tr>
<tr>
<td>MKTG 4100</td>
<td>Marketing Concepts</td>
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</table>

Elective requirements

24 credits in electives/concentration courses required.

Concentration requirements

A minimum of 16 of the 24 elective credits must be completed in 4000 level Graduate courses approved by Advisor for specified customized concentration.


Total Credits 80

Master of Business Administration in General Business with a Concentration in Finance

Core coursework requirements

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<td>MKTG 4100</td>
<td>Marketing Concepts</td>
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**Elective requirements**

24 credits in electives/concentration courses required.

**Concentration requirements**

A minimum of 16 of the 24 elective credits must be completed in 4000 level FIN courses to complete a concentration, including:

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<th>Course Code</th>
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<tbody>
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<td>FIN 4200</td>
<td>Financial Investments and Markets</td>
</tr>
<tr>
<td>FIN 4320</td>
<td>Security Analysis and Valuation</td>
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<td>FIN 4330</td>
<td>Portfolio Management</td>
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<td>FIN 4410</td>
<td>Financial Planning &amp; Analysis</td>
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<td>FIN 4420</td>
<td>Capital Expenditure Analysis</td>
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<td>FIN 4500</td>
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<td>FIN 4885</td>
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<td>Fixed Income Analysis</td>
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**Total Credits** 80

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**Master of Business Administration in General Business with a Concentration in Innovation and Entrepreneurship**

**Core coursework requirements**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4620</td>
<td>Ethics for the 21st Century Professional</td>
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</tr>
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</tr>
<tr>
<td>ACTG 4610</td>
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</tr>
<tr>
<td>MKTG 4100</td>
<td>Marketing Concepts</td>
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**Elective requirements**

24 credits in electives/concentration courses required.

**Concentration requirements**

A minimum of 16 of the 24 elective credits must be completed in 4000 level EVM courses to complete a concentration, including:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EVM 4350</td>
<td>Ent Opportunity &amp; Feasibility</td>
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<td>EVM 4351</td>
<td>Ent Planning the New Venture</td>
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<td>EVM 4700</td>
<td>Real Business:Cases in Entrep.</td>
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<td>EVM 4704</td>
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<td>EVM 4991</td>
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<td>ITEC 4700</td>
<td>Topics in Inform. Technology</td>
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<td>INFO 4280</td>
<td>Project Management</td>
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<td>MGMT 4280</td>
<td>Business Design</td>
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Total Credits 80

**Master of Business Administration in General Business with a Concentration in Management**

**Core coursework requirements**

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
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<td>Marketing Concepts</td>
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</tbody>
</table>

**Elective requirements**

24 credits in electives/concentration courses required.

**Concentration requirements**

A minimum of 16 of the 24 elective credits must be completed in advisor-approved 4000 level MGMT courses to complete a concentration.

Total Credits 80

**Master of Business Administration in General Business with a Concentration in Marketing**

**Core coursework requirements**

<table>
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<tr>
<th>Course Code</th>
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<tbody>
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<td>BUS 4610</td>
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**Elective requirements**

24 credits in electives/concentration courses required

**Concentration requirements**

A minimum of 16 of the 24 elective credits must be completed in 4000 level MKTG courses to complete a concentration, including:

Integrated Marketing Communication (IMC) Courses
MKTG 4810  Integrated Marketing Communication  
MKTG 4820  Brand Management  
MKTG 4850  Integrated Marketing Communication Campaign  
MKTG 4805  Introduction to Digital Marketing  
MKTG 4815  Social Media Marketing  
MKTG 4825  Mobile Marketing  
MKTG 4835  Search Engine Marketing 

Customer Experience Management (CEM) Courses 
MKTG 4220  Customer Experience Management  
MKTG 4240  Customer Experience Management Integration  
MKTG 4820  Brand Management  

Integrated Marketing Strategy (IMS) Courses 
MKTG 4510  Concepts of Buyer Behavior  
MKTG 4530  Marketing Research  
MKTG 4540  Product and Service Innovation  
MKTG 4630  International Marketing  
MKTG 4900  Advanced Marketing Strategy  

Supply Chain Management (SCM) Courses 
MKTG 4360  Global Transportation Systems  
MKTG 4370  Marketing Channels & Logistics  
MKTG 4375  Strategic Sourcing  
MKTG 4380  Supply Chain Management  
IMBA 4141  Managing Exports  

Additional Courses 
MKTG 4660  Sports & Entertainment Marketing  
MKTG 4705  Topics in Marketing  

Total Credits 80

Master of Business Administration in General Business with a Concentration in School Leadership

Core coursework requirements

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Elective requirements

24 credits in electives/concentration courses required.

Concentration requirements

The remaining 24 credits are school leadership concentration courses offered through the Morgridge College of Education.
Master of Business Administration in General Business with a Concentration in Values Based Leadership

Core coursework requirements

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<td>Marketing Concepts</td>
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</table>

Elective requirements

24 credits in electives/concentration courses required.

Concentration requirements

A minimum of 16 of the 24 elective credits must be completed in the following 4000 level LGST courses to complete a concentration, including:

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<tr>
<th>Course Code</th>
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<tr>
<td>LGST 4198</td>
<td>E-Commerce Law and Ethics</td>
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<tr>
<td>LGST 4700</td>
<td>International Law</td>
</tr>
<tr>
<td>LGST 4760</td>
<td>CEOs and Corporate Governance</td>
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<td>LGST 4775</td>
<td>The Leader’s Compass</td>
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<tr>
<td>LGST 4780</td>
<td>Leadership, Teams &amp; Values</td>
</tr>
<tr>
<td>LGST 4790</td>
<td>Entrepreneur &amp; Family Business-Organization, Governance Ethics &amp; Leadership</td>
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<td>LGST4XXX</td>
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</table>

Total Credits 80

Master of Business Administration in General Business in the Executive MBA Program

Core coursework requirements

<table>
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<th>Course Title</th>
<th>Credits</th>
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<td>XMBA 4102</td>
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<td>Executive Leadership I</td>
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<td>XMBA 4330</td>
<td>Financial Accounting</td>
<td>2.5</td>
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<td>XMBA 4350</td>
<td>Executive Leadership II</td>
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<td>XMBA 4341</td>
<td>Power and Influence</td>
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<td>XMBA 4332</td>
<td>Accounting/Financial Reporting</td>
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<td>XMBA 4331</td>
<td>Foundations of Financial Analysis</td>
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<td>XMBA 4360</td>
<td>Strategic Marketing</td>
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<td>XMBA 4333</td>
<td>Statistical Decision Analysis</td>
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<td>XMBA 4351</td>
<td>Innovation</td>
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<td>XMBA 4336</td>
<td>Financial Decision Making</td>
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<td>Achieving Strategic Advtg II</td>
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<td>Global Business II</td>
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</table>
XMBA 4365  Entrepreneurship  2.5
XMBA 4361  Customer Relationship Management  2.5
XMBA 4355  Sustainability  2.5
XMBA 4343  The Discipline of Execution  2.5
XMBA 4364  Supply Chain Management  2.5

Total Credits 60

**Master of Business Administration in General Business in the Professional MBA Program**

**Core coursework requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4620</td>
<td>Ethics for the 21st Century Professional</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4630</td>
<td>Creating Sustainable Enterprises</td>
<td>4</td>
</tr>
<tr>
<td>FIN 4740</td>
<td>Managerial Microeconomics</td>
<td>2</td>
</tr>
<tr>
<td>FIN 4750</td>
<td>Managerial Macroeconomics</td>
<td>2</td>
</tr>
<tr>
<td>ACTG 4610</td>
<td>Financial Accounting and Reporting</td>
<td>4</td>
</tr>
<tr>
<td>FIN 4630</td>
<td>Managerial Finance</td>
<td>4</td>
</tr>
<tr>
<td>MBA 4610</td>
<td>Law and Public Policy</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 4100</td>
<td>Marketing Concepts</td>
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</tr>
<tr>
<td>MGMT 4240</td>
<td>Global Business Imperative</td>
<td>4</td>
</tr>
<tr>
<td>STAT 4610</td>
<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>ITEC 4610</td>
<td>IT Strategy</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4660</td>
<td>Strategic Cost Management</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 4625</td>
<td>Managing Human Capital</td>
<td>6</td>
</tr>
<tr>
<td>MGMT 4690</td>
<td>Strategic Management</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4600</td>
<td>Professional MBA Capstone Project</td>
<td>2</td>
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</tbody>
</table>

**Elective requirements**

8 credits in 4000 level courses

Total Credits 68

**Master of Business Administration in General Business in the One Year MBA Program**

**Core coursework requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 4050</td>
<td>Business Foundations I</td>
<td>4</td>
</tr>
<tr>
<td>MBA 4060</td>
<td>Business Foundations II</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4620</td>
<td>Ethics for the 21st Century Professional</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4630</td>
<td>Creating Sustainable Enterprises</td>
<td>4</td>
</tr>
<tr>
<td>MBA 4205</td>
<td>Strategic Career Management</td>
<td>4</td>
</tr>
<tr>
<td>MBA 4690</td>
<td>Enterprise Solutions</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 4280</td>
<td>Business Design</td>
<td>4</td>
</tr>
</tbody>
</table>

**Elective requirements**

24 credits in electives/concentration courses required.

**Concentration requirements**

A minimum of 16 of the 24 elective credits must be completed in 4000 level concentration courses to fulfill a concentration. The additional 8 credits may be 4000-level business electives or additional concentration courses

Total Credits 56

**Master of Business Administration in General Business in the One Year MBA Program with a Concentration in Accounting**

**Core coursework requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 4050</td>
<td>Business Foundations I</td>
<td>4</td>
</tr>
</tbody>
</table>
### MBA 4060 Business Foundations II 4
### BUS 4610 The Essence of Enterprise 4
### BUS 4620 Ethics for the 21st Century Professional 4
### BUS 4630 Creating Sustainable Enterprises 4
### MBA 4205 Strategic Career Management 4
### MBA 4690 Enterprise Solutions 4
### MGMT 4280 Business Design 4

**Elective requirements**

24 credits in electives/concentration courses required.

**Concentration requirements**

A minimum of 16 of the 24 credits must be completed in 4000 level ACTG courses to complete a concentration.

**Total Credits** 56

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### Master of Business Administration in General Business in the One Year MBA Program with a Concentration in Business Analytics

**Core coursework requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 4050</td>
<td>Business Foundations I</td>
<td>4</td>
</tr>
<tr>
<td>MBA 4060</td>
<td>Business Foundations II</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4620</td>
<td>Ethics for the 21st Century Professional</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4630</td>
<td>Creating Sustainable Enterprises</td>
<td>4</td>
</tr>
<tr>
<td>MBA 4205</td>
<td>Strategic Career Management</td>
<td>4</td>
</tr>
<tr>
<td>MBA 4690</td>
<td>Enterprise Solutions</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 4280</td>
<td>Business Design</td>
<td>4</td>
</tr>
</tbody>
</table>

**Elective requirements**

24 credits in electives/concentration courses required.

**Concentration requirements**

A minimum of 16 of the 24 elective credits must be completed in 4000 level INFO courses to complete a concentration, including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFO 4100</td>
<td>Business Intelligence, Data Warehousing, Corporate Decision Making and Leadership</td>
</tr>
<tr>
<td>INFO 4140</td>
<td>Business Databases</td>
</tr>
<tr>
<td>INFO 4300</td>
<td>Predictive Analytics</td>
</tr>
<tr>
<td>INFO 4340</td>
<td>Data Mining and Visualization</td>
</tr>
</tbody>
</table>

Other 4000-level INFO course could be substituted for INFO 4300 and INFO 4340 with faculty approval.

**Total Credits** 56

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### Master of Business Administration in General Business in the One Year MBA Program with a Concentration in Business - Customized

**Core coursework requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 4050</td>
<td>Business Foundations I</td>
<td>4</td>
</tr>
<tr>
<td>MBA 4060</td>
<td>Business Foundations II</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4620</td>
<td>Ethics for the 21st Century Professional</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4630</td>
<td>Creating Sustainable Enterprises</td>
<td>4</td>
</tr>
<tr>
<td>MBA 4205</td>
<td>Strategic Career Management</td>
<td>4</td>
</tr>
<tr>
<td>MBA 4690</td>
<td>Enterprise Solutions</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 4280</td>
<td>Business Design</td>
<td>4</td>
</tr>
</tbody>
</table>

**Elective requirements**

24 credits in electives/concentration courses required.

**Concentration requirements**

Requires a minimum of 16 of the 24 credits in advisor-approved concentration courses.

### Master of Business Administration in General Business in the One Year MBA Program with a Concentration in Finance

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 4050</td>
<td>Business Foundations I</td>
<td>4</td>
</tr>
<tr>
<td>MBA 4060</td>
<td>Business Foundations II</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4620</td>
<td>Ethics for the 21st Century Professional</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4630</td>
<td>Creating Sustainable Enterprises</td>
<td>4</td>
</tr>
<tr>
<td>MBA 4205</td>
<td>Strategic Career Management</td>
<td>4</td>
</tr>
<tr>
<td>MBA 4690</td>
<td>Enterprise Solutions</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 4280</td>
<td>Business Design</td>
<td>4</td>
</tr>
</tbody>
</table>

**Elective requirements**

24 credits in electives/concentration courses required.

### Concentration requirements

A minimum of 16 of the 24 elective credits must be completed in 4000 level FIN courses to complete a concentration, including:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>FIN 4200</td>
<td>Financial Investments and Markets</td>
</tr>
<tr>
<td>FIN 4320</td>
<td>Security Analysis and Valuation</td>
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<tr>
<td>FIN 4330</td>
<td>Portfolio Management</td>
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<tr>
<td>FIN 4410</td>
<td>Financial Planning &amp; Analysis</td>
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<tr>
<td>FIN 4420</td>
<td>Capital Expenditure Analysis</td>
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<td>FIN 4500</td>
<td>Financial Modeling</td>
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<tr>
<td>FIN 4610</td>
<td>Multinational Financial Management</td>
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<tr>
<td>FIN 4700</td>
<td>Topics in Finance</td>
</tr>
<tr>
<td>FIN 4710</td>
<td>Marsico Investment Fund I</td>
</tr>
<tr>
<td>FIN 4720</td>
<td>Marsico Investment Fund II</td>
</tr>
<tr>
<td>FIN 4730</td>
<td>Marsico Investment Fund III</td>
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<tr>
<td>FIN 4740</td>
<td>Managerial Microeconomics</td>
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<tr>
<td>FIN 4750</td>
<td>Managerial Macroeconomics</td>
</tr>
<tr>
<td>FIN 4800</td>
<td>Organized Walk Down Wall St</td>
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<td>FIN 4860</td>
<td>Derivatives</td>
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<td>FIN 4870</td>
<td>Strategic Finance</td>
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<tr>
<td>FIN 4885</td>
<td>External Financing</td>
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<tr>
<td>FIN 4890</td>
<td>Fixed Income Analysis</td>
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</table>

### Master of Business Administration in General Business in the One Year MBA Program with a Concentration in Innovation and Entrepreneurship

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 4050</td>
<td>Business Foundations I</td>
<td>4</td>
</tr>
<tr>
<td>MBA 4060</td>
<td>Business Foundations II</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4620</td>
<td>Ethics for the 21st Century Professional</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4630</td>
<td>Creating Sustainable Enterprises</td>
<td>4</td>
</tr>
<tr>
<td>MBA 4205</td>
<td>Strategic Career Management</td>
<td>4</td>
</tr>
<tr>
<td>MBA 4690</td>
<td>Enterprise Solutions</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 4280</td>
<td>Business Design</td>
<td>4</td>
</tr>
</tbody>
</table>

**Elective requirements**
24 credits in electives/concentration courses required.

**Concentration requirements**

A minimum of 16 of the 24 elective credits must be completed in 4000 level EVM courses to complete a concentration, including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>EVM 4350</td>
<td>Ent Opportunity &amp; Feasibility</td>
</tr>
<tr>
<td>EVM 4351</td>
<td>Ent Planning the New Venture</td>
</tr>
<tr>
<td>EVM 4700</td>
<td>Real Business: Cases in Entrep.</td>
</tr>
<tr>
<td>EVM 4704</td>
<td>Topics in EVM</td>
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<tr>
<td>EVM 4710</td>
<td>Innovation/Creativity-Business</td>
</tr>
<tr>
<td>EVM 4991</td>
<td>Independent Study</td>
</tr>
<tr>
<td>ITEC 4700</td>
<td>Topics in Inform. Technology</td>
</tr>
<tr>
<td>INFO 4280</td>
<td>Project Management</td>
</tr>
<tr>
<td>MGMT 4280</td>
<td>Business Design</td>
</tr>
</tbody>
</table>

Total Credits: 56

---

**Master of Business Administration in General Business in the One Year MBA Program with a Concentration in Management**

**Core coursework requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 4050</td>
<td>Business Foundations I</td>
</tr>
<tr>
<td>MBA 4060</td>
<td>Business Foundations II</td>
</tr>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
</tr>
<tr>
<td>BUS 4620</td>
<td>Ethics for the 21st Century Professional</td>
</tr>
<tr>
<td>BUS 4630</td>
<td>Creating Sustainable Enterprises</td>
</tr>
<tr>
<td>MBA 4205</td>
<td>Strategic Career Management</td>
</tr>
<tr>
<td>MBA 4690</td>
<td>Enterprise Solutions</td>
</tr>
<tr>
<td>MGMT 4280</td>
<td>Business Design</td>
</tr>
</tbody>
</table>

Total Credits: 40

**Elective requirements**

24 credits in electives/concentration courses required.

**Concentration requirements**

A minimum of 16 of the 24 elective credits must be completed in advisor-approved 4000 level MGMT courses to complete a concentration.

Total Credits: 56

---

**Master of Business Administration in General Business in the One Year MBA Program with a Concentration in Marketing**

**Marketing**

**Core coursework requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 4050</td>
<td>Business Foundations I</td>
</tr>
<tr>
<td>MBA 4060</td>
<td>Business Foundations II</td>
</tr>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
</tr>
<tr>
<td>BUS 4620</td>
<td>Ethics for the 21st Century Professional</td>
</tr>
<tr>
<td>BUS 4630</td>
<td>Creating Sustainable Enterprises</td>
</tr>
<tr>
<td>MBA 4205</td>
<td>Strategic Career Management</td>
</tr>
<tr>
<td>MBA 4690</td>
<td>Enterprise Solutions</td>
</tr>
<tr>
<td>MGMT 4280</td>
<td>Business Design</td>
</tr>
</tbody>
</table>

Total Credits: 40

**Elective requirements**

24 credits in electives/concentration courses required.

**Concentration requirements**

A minimum of 16 of the 24 elective credits must be completed in 4000 level MKTG courses to complete a concentration, including:

**Integrated Marketing Communication (IMC) Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 4810</td>
<td>Integrated Marketing Communication</td>
</tr>
<tr>
<td>MKTG 4820</td>
<td>Brand Management</td>
</tr>
<tr>
<td>MKTG 4850</td>
<td>Integrated Marketing Communication Campaign</td>
</tr>
</tbody>
</table>

Total Credits: 56
### Master of Business Administration in General Business in the One Year MBA Program with a Concentration in Values Based Leadership

**Core coursework requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 4050</td>
<td>Business Foundations I</td>
<td>4</td>
</tr>
<tr>
<td>MBA 4060</td>
<td>Business Foundations II</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4620</td>
<td>Ethics for the 21st Century Professional</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4630</td>
<td>Creating Sustainable Enterprises</td>
<td>4</td>
</tr>
<tr>
<td>MBA 4205</td>
<td>Strategic Career Management</td>
<td>4</td>
</tr>
<tr>
<td>MBA 4690</td>
<td>Enterprise Solutions</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 4280</td>
<td>Business Design</td>
<td>4</td>
</tr>
</tbody>
</table>

**Elective requirements**

24 credits in electives/concentration courses required.

**Concentration requirements**

A minimum of 16 of the 24 elective credits must be completed in 4000 level LGST courses to complete a concentration, including:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGST 4198</td>
<td>E-Commerce Law and Ethics</td>
</tr>
<tr>
<td>LGST 4700</td>
<td>International Law</td>
</tr>
<tr>
<td>LGST 4760</td>
<td>CEOs and Corporate Governance</td>
</tr>
<tr>
<td>LGST 4780</td>
<td>Leadership, Teams &amp; Values</td>
</tr>
<tr>
<td>LGST 4790</td>
<td>Entrepreneur &amp; Family Business-Organization, Governance Ethics &amp; Leadership</td>
</tr>
</tbody>
</table>

**Total Credits**: 56

### International Master of Business Administration in International Business

**Core course requirements: 68 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4620</td>
<td>Ethics for the 21st Century Professional</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits**: 56
**International Master of Business Administration in International Business with a Concentration in Accounting**

**Core course requirements: 68 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4620</td>
<td>Ethics for the 21st Century Professional</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4630</td>
<td>Creating Sustainable Enterprises</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4610</td>
<td>Financial Accounting and Reporting</td>
<td>4</td>
</tr>
<tr>
<td>STAT 4610</td>
<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>FIN 4630</td>
<td>Managerial Finance</td>
<td>4</td>
</tr>
<tr>
<td>ITEC 4610</td>
<td>IT Strategy</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 4620</td>
<td>Organizational Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>FIN 4610</td>
<td>Multinational Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>LGST 4700</td>
<td>International Law</td>
<td>4</td>
</tr>
<tr>
<td>IMBA 4142</td>
<td>Global Management</td>
<td>4</td>
</tr>
<tr>
<td>IMBA 4500</td>
<td>Global Theory in Practice</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 4503</td>
<td>Comparative Management</td>
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<tr>
<td>MGMT 4490</td>
<td>Global Strategy</td>
<td>4</td>
</tr>
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<td>IMBA 4141</td>
<td>Managing Exports</td>
<td>4</td>
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<tr>
<td>International Politics course</td>
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</tr>
<tr>
<td>International Economics course</td>
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</tbody>
</table>

**Elective requirements**

4 credits in electives required

**Total Credits**: 72

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**International Master of Business Administration in International Business with a Concentration in Business Analytics**

**Core course requirements: 68 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4620</td>
<td>Ethics for the 21st Century Professional</td>
<td>4</td>
</tr>
</tbody>
</table>

**Concentration requirements**

A minimum of 16 credits must be completed in 4000 level ACTG courses to complete a concentration. Student may use the 4 elective credits towards a concentration.

**Total Credits**: 84-88
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 4630</td>
<td>Creating Sustainable Enterprises</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4610</td>
<td>Financial Accounting and Reporting</td>
<td>4</td>
</tr>
<tr>
<td>STAT 4610</td>
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<td>Managerial Finance</td>
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</tr>
<tr>
<td>ITEC 4610</td>
<td>IT Strategy</td>
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<tr>
<td>MGMT 4620</td>
<td>Organizational Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>FIN 4610</td>
<td>Multinational Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>LGST 4700</td>
<td>International Law</td>
<td>4</td>
</tr>
<tr>
<td>IMBA 4142</td>
<td>Global Management</td>
<td>4</td>
</tr>
<tr>
<td>IMBA 4500</td>
<td>Global Theory in Practice</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 4503</td>
<td>Comparative Management</td>
<td>2</td>
</tr>
<tr>
<td>MGMT 4490</td>
<td>Global Strategy</td>
<td>4</td>
</tr>
<tr>
<td>IMBA 4141</td>
<td>Managing Exports</td>
<td>4</td>
</tr>
<tr>
<td>International Politics course</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>International Economics course</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

**Elective requirements**

4 credits in electives required

**Concentration requirements**

A minimum of 16 credits must be completed in 4000 level INFO courses to complete a concentration. Student may use the 4 elective credits towards a concentration.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFO 4100</td>
<td>Business Intelligence, Data Warehousing, Corporate Decision Making and Leadership</td>
<td>4</td>
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<tr>
<td>INFO 4140</td>
<td>Business Databases</td>
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<tr>
<td>INFO 4300</td>
<td>Predictive Analytics</td>
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<tr>
<td>INFO 4340</td>
<td>Data Mining and Visualization</td>
<td>4</td>
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</tbody>
</table>

Other 400-level INFO courses could be substituted for INFO 4300 and INFO 4340 with faculty approval.

Total Credits 84-88

**International Master of Business Administration in International Business with a Concentration in Business - Customized**

**Core coursework requirements: 68 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4620</td>
<td>Ethics for the 21st Century Professional</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4630</td>
<td>Creating Sustainable Enterprises</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4610</td>
<td>Financial Accounting and Reporting</td>
<td>4</td>
</tr>
<tr>
<td>STAT 4610</td>
<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>FIN 4630</td>
<td>Managerial Finance</td>
<td>4</td>
</tr>
<tr>
<td>ITEC 4610</td>
<td>IT Strategy</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 4620</td>
<td>Organizational Dynamics</td>
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</tr>
<tr>
<td>FIN 4610</td>
<td>Multinational Financial Management</td>
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</tr>
<tr>
<td>International Economics course</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

**Elective requirements**

4 credits in electives required

**Concentration requirements**

A minimum of 16 credits must be completed in 4000 level Graduate courses approved by Advisor for specified customized concentration. Student may use the 4 elective credits towards a concentration.

Total Credits 84-88

International Master of Business Administration in International Business with a Concentration in Finance

Core coursework requirements: 68 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4620</td>
<td>Ethics for the 21st Century Professional</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4630</td>
<td>Creating Sustainable Enterprises</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4610</td>
<td>Financial Accounting and Reporting</td>
<td>4</td>
</tr>
<tr>
<td>STAT 4610</td>
<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>FIN 4630</td>
<td>Managerial Finance</td>
<td>4</td>
</tr>
<tr>
<td>ITEC 4610</td>
<td>IT Strategy</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 4620</td>
<td>Organizational Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>FIN 4610</td>
<td>Multinational Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>LGST 4700</td>
<td>International Law</td>
<td>4</td>
</tr>
<tr>
<td>IMBA 4142</td>
<td>Global Management</td>
<td>4</td>
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<td>4</td>
</tr>
<tr>
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<td>Managing Exports</td>
<td>4</td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>International Economics course</td>
<td>5</td>
<td></td>
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</tbody>
</table>

Elective requirements

4 credits in electives required 4

Concentration requirements

A minimum of 16 credits must be completed in 4000 level FIN courses to complete a concentration. Student may use the 4 elective credits towards a concentration. Courses include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>FIN 4200</td>
<td>Financial Investments and Markets</td>
</tr>
<tr>
<td>FIN 4320</td>
<td>Security Analysis and Valuation</td>
</tr>
<tr>
<td>FIN 4330</td>
<td>Portfolio Management</td>
</tr>
<tr>
<td>FIN 4410</td>
<td>Financial Planning &amp; Analysis</td>
</tr>
<tr>
<td>FIN 4420</td>
<td>Capital Expenditure Analysis</td>
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<tr>
<td>FIN 4500</td>
<td>Financial Modeling</td>
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<td>FIN 4610</td>
<td>Multinational Financial Management</td>
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<tr>
<td>FIN 4700</td>
<td>Topics in Finance</td>
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<tr>
<td>FIN 4710</td>
<td>Marsico Investment Fund I</td>
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<tr>
<td>FIN 4720</td>
<td>Marsico Investment Fund II</td>
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<td>FIN 4730</td>
<td>Marsico Investment Fund III</td>
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<td>Managerial Microeconomics</td>
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<td>FIN 4750</td>
<td>Managerial Macroeconomics</td>
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<td>FIN 4800</td>
<td>Organized Walk Down Wall St</td>
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<tr>
<td>FIN 4860</td>
<td>Derivatives</td>
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<tr>
<td>FIN 4870</td>
<td>Strategic Finance</td>
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<tr>
<td>FIN 4885</td>
<td>External Financing</td>
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<td>FIN 4890</td>
<td>Fixed Income Analysis</td>
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</table>

Total Credits 84-88
International Master of Business Administration in International Business with a Concentration in Innovation and Entrepreneurship

Core coursework requirements: 68 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
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<td>Financial Accounting and Reporting</td>
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</tr>
<tr>
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<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>FIN 4630</td>
<td>Managerial Finance</td>
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<td>ITEC 4610</td>
<td>IT Strategy</td>
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</tr>
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<td>MGMT 4620</td>
<td>Organizational Dynamics</td>
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<tr>
<td>FIN 4610</td>
<td>Multinational Financial Management</td>
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</tr>
<tr>
<td>LGST 4700</td>
<td>International Law</td>
<td>4</td>
</tr>
<tr>
<td>IMBA 4142</td>
<td>Global Management</td>
<td>4</td>
</tr>
<tr>
<td>IMBA 4500</td>
<td>Global Theory in Practice</td>
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<tr>
<td>MGMT 4503</td>
<td>Comparative Management</td>
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<td>Global Strategy</td>
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<tr>
<td>IMBA 4141</td>
<td>Managing Exports</td>
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<td>International Politics course</td>
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<td>5</td>
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<tr>
<td>International Economics course</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Elective requirements

4 credits in electives required 4

Concentration requirements

A minimum of 16 credits must be completed in 4000 level EVM courses to complete a concentration. Student may use the 4 elective credits towards a concentration. Courses include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVM 4350</td>
<td>Ent Opportunity &amp; Feasibility</td>
<td>4</td>
</tr>
<tr>
<td>EVM 4351</td>
<td>Ent Planning the New Venture</td>
<td>4</td>
</tr>
<tr>
<td>EVM 4700</td>
<td>Real Business: Cases in Entrep.</td>
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</tr>
<tr>
<td>EVM 4704</td>
<td>Topics in EVM</td>
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<tr>
<td>EVM 4710</td>
<td>Innovation/Creativity-Business</td>
<td>4</td>
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<tr>
<td>EVM 4991</td>
<td>Independent Study</td>
<td>1-10</td>
</tr>
<tr>
<td>ITEC 4700</td>
<td>Topics in Inform. Technology</td>
<td>1-10</td>
</tr>
<tr>
<td>INFO 4280</td>
<td>Project Management</td>
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<tr>
<td>MGMT 4280</td>
<td>Business Design</td>
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Total Credits 109-140

International Master of Business Administration in International Business with a Concentration in Management

Core coursework requirements: 68 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4620</td>
<td>Ethics for the 21st Century Professional</td>
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<td>BUS 4630</td>
<td>Creating Sustainable Enterprises</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4610</td>
<td>Financial Accounting and Reporting</td>
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<td>STAT 4610</td>
<td>Business Statistics</td>
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<td>Managerial Finance</td>
<td>4</td>
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<td>ITEC 4610</td>
<td>IT Strategy</td>
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</tr>
<tr>
<td>MGMT 4620</td>
<td>Organizational Dynamics</td>
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<td>FIN 4610</td>
<td>Multinational Financial Management</td>
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<td>LGST 4700</td>
<td>International Law</td>
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</tr>
<tr>
<td>IMBA 4142</td>
<td>Global Management</td>
<td>4</td>
</tr>
<tr>
<td>IMBA 4500</td>
<td>Global Theory in Practice</td>
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</table>
International Master of Business Administration in International Business with a Concentration in Marketing

Core coursework requirements: 68 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4620</td>
<td>Ethics for the 21st Century Professional</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4630</td>
<td>Creating Sustainable Enterprises</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4610</td>
<td>Financial Accounting and Reporting</td>
<td>4</td>
</tr>
<tr>
<td>STAT 4610</td>
<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>FIN 4630</td>
<td>Managerial Finance</td>
<td>4</td>
</tr>
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<td>ITEC 4610</td>
<td>IT Strategy</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 4620</td>
<td>Organizational Dynamics</td>
<td>4</td>
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<tr>
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<td>Multinational Financial Management</td>
<td>4</td>
</tr>
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<td>LGST 4700</td>
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<td>4</td>
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<td>IMBA 4500</td>
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<tr>
<td>MGMT 4503</td>
<td>Comparative Management</td>
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</tr>
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<td>Global Strategy</td>
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</tr>
<tr>
<td>IMBA 4141</td>
<td>Managing Exports</td>
<td>4</td>
</tr>
<tr>
<td>International Politics course</td>
<td>5</td>
<td></td>
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<tr>
<td>International Economics course</td>
<td>5</td>
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</tr>
<tr>
<td>Elective requirements</td>
<td>4 credits in electives required</td>
<td>4</td>
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</tbody>
</table>

Concentration requirements

A minimum of 16 credits must be completed in 4000 level MKTG courses to complete a concentration. Student may use the 4 elective credits towards a concentration.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MKTG 4810</td>
<td>Integrated Marketing Communication</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 4820</td>
<td>Brand Management</td>
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<tr>
<td>MKTG 4850</td>
<td>Integrated Marketing Communication Campaign</td>
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</tr>
<tr>
<td>MKTG 4815</td>
<td>Social Media Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 4825</td>
<td>Mobile Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 4835</td>
<td>Search Engine Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 4220</td>
<td>Customer Experience Management</td>
<td>4</td>
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<tr>
<td>MKTG 4240</td>
<td>Customer Experience Management Integration</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 4820</td>
<td>Brand Management</td>
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<tr>
<td>MKTG 4510</td>
<td>Concepts of Buyer Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 4530</td>
<td>Marketing Research</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 4540</td>
<td>Product and Service Innovation</td>
<td>4</td>
</tr>
</tbody>
</table>
MKTG 4630  International Marketing  4
MKTG 4900  Advanced Marketing Strategy  4

Supply Chain Management (SCM) Courses
MKTG 4360  Global Transportation Systems  4
MKTG 4370  Marketing Channels & Logistics  4
MKTG 4375  Strategic Sourcing  4
MKTG 4380  Supply Chain Management  4
MKTG 4705  Topics in Marketing  1-4

Additional Courses
MKTG 4660  Sports & Entertainment Marketing  4
MKTG 4700  Topics in Marketing  4

Total Credits 165-172

International Master of Business Administration in International Business with a Concentration in Values Based Leadership

Core coursework requirements: 68 credits
BUS 4610  The Essence of Enterprise  4
BUS 4620  Ethics for the 21st Century Professional  4
BUS 4630  Creating Sustainable Enterprises  4
ACTG 4610  Financial Accounting and Reporting  4
STAT 4610  Business Statistics  4
FIN 4630  Managerial Finance  4
ITEC 4610  IT Strategy  4
MGMT 4620  Organizational Dynamics  4
FIN 4610  Multinational Financial Management  4
LGST 4700  International Law  4
IMBA 4142  Global Management  4
IMBA 4500  Global Theory in Practice  4
MGMT 4503  Comparative Management  2
MGMT 4490  Global Strategy  4
IMBA 4141  Managing Exports  4
International Politics course  5
International Economics course  5

Elective requirements
4 credits in electives required  4

Concentration requirements
A minimum of 16 credits must be completed in 4000 level LGST courses to complete a concentration. Courses include:  12-16
LGST 4198  E-Commerce Law and Ethics  4
LGST 4700  International Law  4
LGST 4760  CEOs and Corporate Governance  4
LGST 4775  The Leader's Compass  4
LGST 4780  Leadership, Teams & Values  4
LGST 4790  Entrepreneur & Family Business-Organization, Governance Ethics & Leadership  4
LGST 4XXX (Advisor-approved elective)

Total Credits 108-112

Accounting Courses
ACTG 4155 Accounting Information Technology Systems and Business Environment (4 Credits)
This course will introduce you to the study of Accounting Information Systems (AIS) that utilize a Database Management System (DBMS) specifically Microsoft Access (MSA). You will gain a basic understanding of how to develop a beginning-to-intermediate AIS data and processes using system flow charts (SEC), entity relationship diagrams (ERDs) and data flow diagrams (DFDs) utilizing MS Visio software. Cross-listed with ITEC 3155, ITEC 4155.

ACTG 4176 DB Sys Devlpmnt, Audit & Ctrl (4 Credits)
ACTG 4220 Financial Actg & Analysis (4 Credits)
Cross-listed with ACTG 3230.

ACTG 4222 Understanding Financial Stmts (4 Credits)
At the conclusion of this course the student should understand: 1) management decisions that impact published financial statements, 2) fundamentals of interpretation and analysis of financial statements, 3) economic and ethical issues relating to financial reporting, and 4) management attempts to enhance reported operating results. Cross listed with ACTG 3220.

ACTG 4240 Topics & Cases-Financial Actg (4 Credits)

ACTG 4281 Intermediate Financial Actg I (4 Credits)
Introduces key accounting concepts such as revenue recognition, matching principle, and accounting cycle. How to account for various transactions and learn role and purpose of balance sheet, income statement, and statement of cash flows. How various transactions affect these statements and how statements interrelate. Cross-listed with 3281. Prerequisite: MBA 4110, MBA 4111, or MS finance degree student.

ACTG 4282 Intermediate Financial Actg II (4 Credits)
Enhances understanding of financial statements and develops insight into treatment of such advanced financial accounting topics as consolidated financial statements, accounting for leases, currency translation, and options and futures impacts. GAAP (Generally Accepted Accounting Principles) to restate financial statements for differences between companies. Emphasis on impact of financial transactions and how to better evaluate firms’ performances. Reflects a user’s perspective rather than a preparer’s perspective. Not open to MAcc students. Cross listed with ACTG 3068. Prerequisite: ACTG 4281. Cross-listed with ACTG 3068.

ACTG 4284 Consolidated Financial Statmnt (2 Credits)
This course covers consolidation procedures, issues in the preparation and presentation of consolidated information, and interpretation of consolidated financial statements. Cross-listed with ACTG 3284. Prerequisite: ACTG 4282, ACTG 3282 or ACTG 3068.

ACTG 4285 Actg. for Foreign Operations (2 Credits)
Topics covered in this course include the financial statement impact of doing business in a foreign currency, having foreign subsidiaries or operations, and certain hedging activities. Prerequisite: ACTG 4282, ACTG 3282 or ACTG 3068.

ACTG 4340 Topics & Cases-Managerial Actg (4 Credits)
Research and presentation (oral and written) of cases in managerial accounting involving internal reporting, internal uses of financial data, and effects on and considerations of interpersonal and interorganizational relationships. Cross-listed with ACTG 3340. Prerequisite: ACTG 4354 or permission of instructor.

ACTG 4354 Cost Accounting (4 Credits)
Accounting information in manufacturing enterprises, standard costs, and budgets. Open to students not having ACTG 3354 or equivalent. Prerequisite: MBA 4110, MBA 4111, or equivalent.

ACTG 4400 Tax Aspects of Busi Decision (4 Credits)
Prerequisite: ACTG 4610.

ACTG 4410 Federal Income Taxation (4 Credits)
Cross-listed with ACTG 3461.

ACTG 4462 Corp Partnership & Taxation (4 Credits)
Cross-listed with ACTG 3462.

ACTG 4520 Forensic Accounting & Auditing (4 Credits)
Opportunity to learn, study, and discuss practical aspects of accounting as it is used to detect and prosecute fraud. Students will be exposed to and shown how to deal with improprieties, common fraud schemes, illegalities, and harassments. Prerequisite: ACTG 3551.

ACTG 4551 Auditing (4 Credits)
This course covers professional ethics and legal environment, generally accepted auditing standards (GAAS), internal control, audit documentation and auditors reports. Cross listed with ACTG 3551.

ACTG 4552 Advanced Auditing (4 Credits)
This course is designed to build on the foundation of auditing knowledge developed in ACTG 4551 and apply that knowledge to specific accounts and assertions in a financial statement audit. Students also examine selected SEC enforcement actions and discuss what audit procedures may have been beneficial to prevent the misstatement. Prerequisite: ACTG 4551 or ACTG 3551.

ACTG 4557 Fair Value Auditing (4 Credits)
The purpose of this course is to expose students to the accounting, economic and valuation concepts and challenges that are relevant to auditing fair value measurements and disclosures in financial statements. The role of the FASB, PCAOB, SEC and other standards setters on fair value accounting and measurements are explored. Prerequisite: ACTG 4551 or ACTG 3551.

ACTG 4575 AIS Risk, Control and Audit (4 Credits)
This course covers the topics of risk, associated internal controls and IT audit of accounting information systems. The course outcomes are the skills to analyze and document AIS, perform a risk assessment, evaluate and document current IC and articulate the best practice in internal control frameworks such as COSO, COSO ERM, Cobit 4.1, etc. Student also recommend revised/new IC based on the frameworks, understand CPA risk-based audit standards SAS 104-109 and demonstrate knowledge and skills concerning IT audit techniques known as Computer Assisted Audit Techniques (CAATs) requiring general audit software such as IDEA. Prerequisite: ACTG 4155 or ITEC 3155.
ACTG 4607 Not-For-Profit & Gov Actg (4 Credits)
Accounting methods for governmental bodies and public and private not-for-profit institutions. Cross listed with ACTG 3607. Prerequisite: ACTG 3038, ACTG 3281 or ACTG 4281.

ACTG 4610 Financial Accounting and Reporting (4 Credits)
The purpose of this course is to provide you with an understanding of financial statements issued by companies to external parties, such as shareholders, creditors, and government agencies such as the Securities and Exchange Commission (SEC). To achieve this purpose, the course will: 1) introduce students to the most important issues relating to the assets, liabilities, and stockholders' equity accounts reported on the balance and income statement reporting issues; 2) provide students with sufficient understanding of the reporting mechanics to locate and interpret relevant information in the financial statements; 3) assist students in developing skills that can be used in analyzing financial information provided by companies; and 4) examine major transaction categories and accounting policies of business firms and their financial statement implications. Upon completion of the course, students should be able to appreciate both the usefulness and the limitations of accounting information. The perspective of the course is at all times that of the USER, rather than a PREPARERE, of financial statements.

ACTG 4620 Accounting Ethics (4 Credits)
This course focuses on the idea of community and the ethical and social relationships of accounting leaders and business organizations in their communities. The course focus is on the role of the accounting professional and the unique and special responsibilities associated with that role. This is examined by analyzing a variety of issues that students will face during their careers. The goal is to provide students with generalized understanding and skills that can be employed in dealing with other issues that emerge directly relate to the state Code of Professional Conduct applicable to CPAs, the Code provisions are discussed and analyzed. Cross-listed with BUS 4620. Prerequisite: BUS 4610.

ACTG 4660 Strategic Cost Management (4 Credits)
Strategic cost management methods and practices focus on how to help the firm succeed in contemporary business. Topics in the course include balanced scorecard, cost-volume-profit analysis, target costing, standard costing, and management control. The course will enable students to apply strategic thinking to management planning, decision-making, and management reporting. Prerequisite: ACTG 4610.

ACTG 4700 Graduate Seminar in Accounting (1-17 Credits)

ACTG 4701 Special Topics in Accounting (1-5 Credits)

ACTG 4702 Special Topics in Accounting (1-5 Credits)

ACTG 4703 Special Topics in Accounting (1-5 Credits)

ACTG 4704 Special Topics in Accounting (1-5 Credits)

ACTG 4705 Topics in Accounting (1-4 Credits)

ACTG 4710 Managing the Family Business (4 Credits)
Explores the business, personal, and interpersonal issues of family-owned and managed businesses. Strengths and weaknesses of family businesses and behavioral issues specific to these settings; analytical skills pertinent to these issues; ability to manage effectively and cope interpersonally within these complex and offer emotionally charged situations; understand family patterns and dynamics and their relationship to family-owned businesses; consider impact that a family business may have on a student's career.

ACTG 4740 Valuation and Modeling (4 Credits)
The ultimate purpose of the course is to improve professional decision-making skills. Professional decisions are made using a combination of judgment and analysis. Even skilled professionals (in any field) will make incorrect decisions when working with incorrect or insufficient information. Thus, one key to improving decision-making is improving analytical insights and skills. This course emphasizes the definition, construction, uses and limitations of popular financial models and instruments. Further, the class focuses on how the instruments are used, why they are used and how decisions to use such instruments and tools/techniques to value them are made.

ACTG 4750 Valuing a Business (4 Credits)
This course explores all major aspects of business valuation. Students not only study valuation theory, they appraise an actual business and draft a valuation report in compliance with the American Institute of Certified Public Accountants Statement on Standards for Valuation Services (SSVS) and Reporting Standards of the National Association of Certified Valuation Analysts (NACVA). Prerequisite: ACTG 3068 or ACTG 4282.

ACTG 4760 CEOs & Corporate Governance (4 Credits)
This course examines the current and pressing issue of corporate governance, in its ethical, legal, and social dimensions. Students read the latest views of scholars and experts and gain the perspectives of corporate CEOs and other organization leaders. Topics explored include the history of various governance models, public policy on corporate governance, corporate board functions and responsibilities, the dynamics between CEOs and boards, ethical leadership and corporate culture, ethics and compliance programs, executive liability, nonprofit corporate governance, board and audit committee responsibilities, restructuring and governance, executive compensation problems and solutions, shareholder activism, and corporate governance reforms. Cross-listed with LGST 4760. Prerequisite: BUS 4620. MSAcc students only.

ACTG 4795 Graduate Research Sem-Actg (1-17 Credits)

ACTG 4880 Internship - Graduate (0-4 Credits)
Hours and times arranged by student.

ACTG 4991 Independent Study (1-10 Credits)
Hours and times arranged by student.
ACTG 4992 Directed Study (1-10 Credits)

Business Core Courses

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 4330 International Business (2 Credits)

BUS 4600 Professional MBA Capstone Project (2 Credits)
The Capstone Project enables the practical application of organizational leadership and management competencies necessary to demonstrate mastery of the core content of the Professional MBA program and provide students with a material edge in the development of their professional capabilities. The capstone Project effectively integrates Daniels’ desired learning outcomes and professional work experiences and applies them to "real-world" business challenges, problems and dilemmas, to support the development and presentation of proposed solutions for the client enterprise.

BUS 4610 The Essence of Enterprise (4 Credits)
Today's business environment is increasing characterized by complex questions without clear black and white answers that span well beyond the historically narrow focus on the enterprise. Managers of tomorrow must be equipped with analytical and conceptual skills that allow them to see connections between social and environmental challenges and opportunities from local to global levels and how they interact and influence enterprise level value creation and innovation in a responsible manner. This course provides a perspective, i.e. worldview, that appropriately places the enterprise in the context of an interconnected world where success, organizationally and personally, is determined by how well one applies the necessary functional skills and organizational understanding to opportunities and challenges framed by globalization, both shared and disparate values, and the need for creativity, innovation, and entrepreneurial spirit. This course draws on the history of business practice and leadership to provide a foundation for personal self-discovery and professional direction.

BUS 4615 Leading at the Edge (2 Credits)
Connects values, globalization, and innovation through a mix of classroom and outdoor experiential learning formats. The course is a two credit hour complement to The Essence of Enterprise course. Using the metaphor of the 10th Mountain Division, the course builds a foundation for learning at Daniels through introductory looks at leadership, team building, and creative problem solving. Through metaphor and experience, the course bonds the cohorts to each other and enhance self confidence to succeed under difficult and changing conditions. The 10th Mountain Division was created out of a global crisis and trained at Camp Hale Colorado, located between Leadville and Vail, during the 1940s. This experience resulted in fourteen patents, including predecessors to the snow cat, snowmobile, and various other forms of outdoor equipment. Following WWII, members of the 10th were responsible for building the country's most famous ski resorts, such as Aspen and Vail, along with the 10th Mountain Hut System. Individual members became successful businessmen, social entrepreneurs, and civil servants forming companies such as NIKE, leading organizations like the Sierra Club, and founding the Colorado Outdoor Education Center (where training for this course takes place). The group is renowned for exemplary leadership, passion, team dynamics, innovation, and ethics within a global environment.

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 4630 Creating Sustainable Enterprises (4 Credits)
A sustainable enterprise is defined as any human endeavor with integrity in three interconnected dimensions (environmental, cultural, and economic) and whose collective actions meet the needs of the enterprise and its stakeholders today without compromising the ability of future generations to meet their needs. The fundamental purpose of this course is to help prepare students for careers in which success requires a worldview that extends beyond the enterprise level in order for managers to create sustainable cultural, social, and financial value for the organization and society in a responsible manner.

BUS 4635 Global Enterprise Challenges (2 Credits)
As students complete the integration of material from the Compass sequence, this class provides an opportunity for the students to extensively apply the material through: case analysis, presentation, critique of other presentations, and integration of MBA Compass material and first year MBA Core material as appropriate.

BUS 4640 Innovation Design & Execution (4 Credits)
In the last century, the technologies of the industrial age (telegraph, railroads, electricity, radio, telephone, television, automobiles, airplanes, computers) have dramatically altered not only the way business is conducted, but the way we live and learn. These technologies have also enabled undesirable and unintended consequences: urban sprawl, global warming, terrorism, weapons of mass destruction, stress, obesity. Where is technology taking us? In this course, students look at innovation, creativity, entrepreneurship and design, and the role each can play in creating a better business world, a business world less driven by science fiction than inspired by social fiction, a business world which begins to shift from an industrial age of ever more encompassing technology to a creative economic environment based less on stuff and more on people and their needs.
BUS 4700 Special Topics in Business (1-4 Credits)
BUS 4701 Special Topics in Business (1-6 Credits)
BUS 4702 Special Topics in Business (1-6 Credits)
BUS 4703 Special Topics in Business (1-6 Credits)
BUS 4704 Topics in Business (1-6 Credits)
BUS 4705 Topics in Business (1-6 Credits)
BUS 4802 Executing in a PM Enterprise (4 Credits)
This course is the second course in a three-part required series. Pre-requisite: Must be a Lockheed employee.
BUS 4804 Kaiser Leadership Edge - People Leadership (4 Credits)
The People Leadership course is part of the Leadership Edge program designed specifically for the Kaiser Permanente Colorado organization. The program grows the internal leadership capacity necessary to reach their goal of becoming the best solution in health care. By exploring topics and cases from multiple perspectives and across business areas, participants develop a deeper understanding of the challenges and opportunities that Kaiser faces. Signature needed to register. Must be a Kaiser employee to register.
BUS 4805 Kaiser Leadership Edge - Financial Acumen (4 Credits)
The Financial Acumen course is part of the Leadership Edge program designed specifically for the Kaiser Permanente Colorado organization. The program grows the internal leadership capacity necessary to reach their goal of becoming the best solution in health care. By exploring topics and cases from multiple perspectives and across business areas, participants develop a deeper understanding of the challenges and opportunities that Kaiser faces. Signature required to register. Must be a Kaiser employee to register.
BUS 4806 Kaiser Permanente Strategy, Innovation, and Execution (4 Credits)
The Strategy, Innovation and Execution course is part of the Leadership Edge program designed specifically for the Kaiser Permanente Colorado organization. The program grows the internal leadership capacity necessary to reach their goal of becoming the best solution in health care. By exploring topics and cases from multiple perspectives and across business areas, participants develop a deeper understanding of the challenges and opportunities that Kaiser faces. Signature required to register. Must be a Kaiser employee to register.
BUS 4980 Internship (0-10 Credits)
Faculty supervised Internship.
BUS 4991 Independent Study (1-10 Credits)
BUS 4995 Independent Thesis (6 Credits)
BUS 9000 Study Abroad Tongji University (0-18 Credits)
This course facilitates study abroad through an exchange agreement with Tongji University School of Economics and Management in Shanghai China. University of Denver exchange students may take only graduate level courses at Tongji University and only graduate level courses from Tongji are counted for graduate credit at the University of Denver.
BUS 9001 Study Abroad Doshisha University (0-18 Credits)
This course facilitates study abroad through an exchange agreement with Doshisha University, Global Business and Management Studies, Kyoto, Japan.

Business Ethics Legal Studies Courses
LGST 3730 Values Based Leadership in Practice (4 Credits)
This course is a practical focus on leadership culture through analysis of real leaders applying theory to their personal experiences and practice. The course utilizes speakers in the Voices of Experience Speaker Series and outstanding literature to facilitate discussion. The course is offered in two-credit-hour sequences over two quarters. Prerequisites: LGST 2000 and degree checkpoint 2.
LGST 4198 E-Commerce Law and Ethics (4 Credits)
The changes in technology and business over the past 20 years have been dramatic and far-reaching. Navigating the even more astonishing changes in the future requires some perspective on the developments of the recent past. How did we get to where we are? What technological, economic and political forces have generated the current state of e-commerce? How are these forces likely to change into the future? What are the basic features of e-commerce as it exists today?.
LGST 4550 Business Law for Accountants (4 Credits)
This course provides students with a detailed review of the legal considerations in forming, operating, and dissolving the most common forms of business entities: partnerships, limited liability companies, and corporations. The rights, duties and liabilities of the managers, owners and accountants (internal and external) of these entities are extensively examined. The course also provides an overview of federal securities laws impacting these organizations. Prerequisite: ACTG 4620 or BUS 4620 or LGST 2000 (concurrent registration OK).
LGST 4700 International Law (4 Credits)
Offers both an introduction to public international law (the rights and duties of states and intergovernmental organizations [IGOs]) and to private international law (the rights and duties of individuals, businesses, and non-governmental organizations [NGOs] in their international affairs). Majority of course devoted to key international issues of business law and public policy such as alternative dispute resolution (ADR), privatization, intellectual property, international sales, the Foreign Corrupt Practices Act, trade (GATT and WTO), and the international facilities that deal with the adjudication and resolution of legal issues related to business.

LGST 4701 Topics in Ethics & Legal Study (1-5 Credits)
This course examines complexities, paradoxes, and dangers of leadership. The platform for the course is a Core Leadership Model (and logical deviations from it) which can result in Great Leadership. At the heart of Great Leadership one finds a values base. Through in-depth analysis of the key dimensions of the Core Model and its accompanying deviations, participants gain a deep understanding of - and practical experience with - Values Based Leadership in today's world.

LGST 4730 Values Based Leadership in Practice (4 Credits)
The course examines the complexities, paradoxes, and dangers of leadership. The platform for the course is a Core Leadership Model (and logical deviations from it) which can result in Great Leadership. Through in-depth analysis of the key dimensions of the Core Model and its accompanying deviations, participants will gain a deep understanding of - and practical experience with - Values-Based Leadership in today's world.

LGST 4740 Science & Mgmt. of Org. Ethics (4 Credits)
This course examines our knowledge regarding ethical decision making and behavior in organizational contexts. The course also explores the implications of such knowledge for effectively creating and managing ethical organizations. The course will be conducted as a graduate seminar with students playing a central role in identifying topics, researching content areas, and deciding on course outcomes. We will examine conceptual and theoretical models of ethical behavior in organizations, research empirical studies, and develop managerial implications. The overarching goal is to increase knowledge and understanding so as to strengthen capacities to be ethical leaders and managers. Prerequisite: BUS 4100. Non-business students may take the course with permission.

LGST 4760 CEOs and Corporate Governance (4 Credits)
In the wake of the Sarbanes-Oxley and Dodd-Frank laws, corporate governance has become a compelling issue for business students and executives. Corporate board members and leaders of institutional investors share their insights concerning corporate governance from strategic, financial and legal perspectives. CEO/board dynamics are explored, along with leadership development and executive succession policies. The roles of major board committees, such as the audit, compensation, nominating, and legal compliance committees are given special emphasis. Board responsibilities in corporate crises and re-structuring are examined, along with the legal liabilities of executives, board members, and the corporation. Public policy pressures on corporate governance, including the roles played by the Securities and Exchange Commission and other regulatory bodies are discussed, along with the responses by business organizations, political interest groups, and self-regulatory bodies. Shareholder activism and litigation, along with pressures from other corporate stakeholders are also emphasized in the course. Examples of topics include corporate scandals, executive compensation, global corporate governance systems, and governance reforms. Students engage in a number of case analyses over the course of the quarter, produce a four-part case study, and discuss actual real world solutions with business leaders who have been involved in the issues. Cross-listed with ACTG 4760.

LGST 4775 The Leader's Compass (4 Credits)
This course qualifies for the four course requirement for the MBA Values Based Leadership concentration. By reading the works of great philosophers and using the Socratic Method, students come to understand the role of values in business and society, and learn to respectfully listen to, and learn from, those with different values. Students synthesize the readings and class discussions by writing a paper describing what (a) "a good society" and (b) "a good work organization" would look like to them personally, and what would be needed in terms of leadership to create each condition. Prerequisite: BUS 4620.

LGST 4780 Leadership, Teams & Values (4 Credits)
This course is designed for Daniel Scholars (who have completed the first quarter of their MBA program including Value Based Leadership) to provide both challenging intellectual discussion and physical engagement around the fundamental ethical dilemma of competition and/or cooperation. The venue for the course is Harbor Island, San Diego, California, and the adjacent waters of San Diego Bay and the Pacific Ocean. Both traditional classrooms and the untraditional learning environment of the off-shore sail boat provide the context of dynamic learning about values, teams and self. Prerequisite: BUS 4100.

LGST 4790 Entrepreneur & Family Business-Organization, Governance Ethics & Leadership (4 Credits)
This course covers the most current legal and ethical issues involving the creation of value, strengthening and growing family businesses through the process of best practices in business governance, coupled with ethical conduct and values based leadership, and legal compliance. Cross listed with LGST 3790. Prerequisite: BUS 4100.

LGST 4980 Internship (1-5 Credits)

LGST 4991 Independent Study (1-10 Credits)

LGST 4992 Directed Study (1-4 Credits)

LGST 4995 Independent Research (1-10 Credits)
Business Information Analytics Courses

INFO 4100 Business Intelligence, Data Warehousing, Corporate Decision Making and Leadership (4 Credits)
This course provides an overview of business intelligence: how data are generated, collected, actively warehoused and analyzed to support decision making. It addresses how to combine data with corporate processes and culture to gain new insights to empower corporate strategy and improve daily operations.

INFO 4140 Business Databases (4 Credits)
This is an introductory database course which covers enterprise database design, modeling and implementation.

INFO 4200 Business Intelligence Capstone Planning (2 Credits)
This course provides the foundation for the capstone course. Students begin the planning phase for their culminating project, identifying a business need and company with which to partner. Students then outline the problem, determine objectives and project deliverables, create a document of understanding, and produce a work plan. Prerequisite: STAT 4610.

INFO 4240 Data Warehousing (4 Credits)
This course addresses how to extract and time stamp data from many different business databases, transform it into a common compatible format, and load it into the data warehouse. The course includes using the data warehouse for real time queries as well as generating longer period reports for strategy considerations. Data marts and data mining are also included as part of this course. Prerequisites: INFO 4100 and INFO 4140.

INFO 4280 Project Management (4 Credits)
In this course students examine the science, practice the art, and discuss the folklore or project management to enable them to contribute to and manage projects as well as to judge when to apply this discipline. The course also covers the use of MS Project Professional as a management tool and Crystal Ball as a Monte Carlo simulator for project exercises. Students also learn the fundamentals of process and project simulation for business decision-making. Prerequisite: INFO 4100.

INFO 4300 Predictive Analytics (4 Credits)
This course is designed to prepare students for managerial data analysis and data mining, predictive modeling, model assessment and implementation using large data sets. The course addresses the how, when, why and where of data mining. The emphasis is on understanding the application of a wide range of modern techniques to specific decision-making situations, rather than on mastering the theoretical underpinnings of the techniques. The course covers methods that are aimed at prediction, forecasting, classification, clustering and association. Students gain hands-on experience in using computer software to mine business data sets. Prerequisite: STAT 4610.

INFO 4340 Data Mining and Visualization (4 Credits)
In this course, students create business intelligence tools such as balanced scorecards, data visualization and dashboards to inform business decisions. The course focuses on the identification of metrics, measures, indicators and key performance indicators for a variety of business operations. The focus is on the advantages and disadvantages of various modeling methodologies and implementations moving towards performance improvement. Prerequisite: STAT 4610.

INFO 4380 Decision Processes (4 Credits)
This course addresses the process of decision making in the enterprise: who makes what decisions based on what information and for what purpose. Business Intelligence is premised on the HP motto: "in God we trust. All others bring data." But what is the cost of collecting and analyzing the data and presenting the results, and what decisions justify that cost? Is the transformation from data to decision always rational, and what are the common pitfalls for human decision makers? We examine the results of recent experiments from behavior economics and their relevance to making business decisions. Prerequisite: INFO 4100.

INFO 4400 Business Analytics Capstone (4 Credits)
This course gives students an opportunity to apply the knowledge and skills learned in this program to a real-world problem submitted by a partner business. Students take a business problem from model construction and data collection through an analysis and presentation of results to recommendations for specific business decisions. Prerequisite: INFO 4200.

INFO 4520 Health Informatics (4 Credits)
Annual health care spending in the United States exceeds 16% of GDP ($2 Trillion) and is expected to continue to increase. The effective use of information technology is perceived as an important tool in increasing the access to and quality of health care delivery in a cost effective manner. This course examines the role of health informatics in the health care deliver and management process. The objectives of this course are to familiarize students with the critical issues and challenges faced by those in the health care environment, what technologies are or will soon be available to potentially address these issues and challenges, potential barriers professionals employed in the health care field may face deploying and managing these technologies, and possible strategies to assist these professionals in addressing and overcoming these barriers. This course focuses on four major areas related to health informatics: the role of electronic health records, clinical decision support systems, analytics, and other e-health initiatives such as mobile technologies and telehealth.

INFO 4700 Topics in Business Analytics (4 Credits)
Exploration of current trends and topics in business analytics. Prerequisite: INFO 4100.

INFO 4991 Independent Study (0-10 Credits)
INFO 4992 Directed Study (1-4 Credits)
Construction Management Courses

CMGT 4110 Preconstruction Integration and Planning (4 Credits)
This course examines the role of preconstruction services, team integration, and joint design planning in various Integrated Project Delivery (IPD) approaches. Various tools and techniques associated with preconstruction services and design planning from the proposal stage through the design stages of a project are considered.

CMGT 4120 Construction Planning and Scheduling (4 Credits)
Understanding and applying scheduling and control to construction projects is essential to successful construction management. Project scheduling emphasizes network-based schedules, such as critical path management (CPM), network calculations, critical paths, resource scheduling, probabilistic scheduling and computer applications. Project control focuses on goals, flow of information, time and cost control, and change management. Prerequisite: CMGT 4410.

CMGT 4155 Sustainable Development/LEED (4 Credits)
The course includes many case studies of historic and contemporary structures exemplifying various sustainability features. Emphasis is placed on how LEED project certification influences the overall construction project. Topics include LEED certification techniques for sustainable sites, water efficiency, energy and atmosphere, materials and resources, indoor environmental quality, innovation and design. The following topics are covered from a LEED perspective: ventilation, air conditioning, heating, electrical lighting, energy efficiency, and building control systems. The student studies and analyzes how management and LEED techniques are applied to current construction projects.

CMGT 4177 Environmental Systems and MEP Coordination (4 Credits)
A study of electrical and mechanical systems used in the construction of buildings. Course content includes system design, component selection and utilization for energy conservation, cost estimating or systems, coordination and management of installation. Specific systems included are electrical, air conditioning, heating, ventilation and plumbing, fire protection, life safety, communication, power systems and lighting. The course also considers coordination of MEP systems and explores emerging technology and environmental issues related to mechanical and electrical systems in buildings. Cross listed with CMGT 3177 and XRCM 4177.

CMGT 4180 Construction Layout/Surveying (4 Credits)
Designed to provide the student with the theory, principles, and techniques of construction layout and surveying. Includes field procedures in fundamental land surveying as well as site and foundation layout. Cross listed with CMGT 3180.

CMGT 4200 Lean Construction Project Management (4 Credits)
This advanced course focuses on cutting edge lean tools and other productive strategies for the management of people and processes in the construction industry. The tools and strategies presented draw on the very successful Toyota Production System adapted to the construction industry. Lean construction methodologies such as the Last Planner System, the Lean Project Delivery System, and Integrated Project Delivery are discussed. Topics also include sustainability and the emerging interest in "green construction," as well as the use of Building Information Modeling to enhance the development and management of integrated projects. This course also looks at the human element in relation to motivation, safety, and environmental stresses. A number of case studies are presented to highlight best practices in Lean Construction Project Management.

CMGT 4230 Design Management and Schedule Control (4 Credits)
This course examines the various strategies and techniques associated with managing the design delivery process to align with the construction budget and schedule needs in an integrated fashion. Design planning, scheduling, and resource allocation are considered along with design value determination and management of the design-construct interfaces. Constructability, value engineering, design performance.

CMGT 4250 Construction Contract Admin (4 Credits)
This course addresses how a successful construction project is managed and administered from design through construction to closeout. Emphasis will focus on how to unite the key stakeholders (contractors, architects, engineers, etc.) to provide them with a workable system for operating as an effective project team. The latest technology, laws, and regulations associated with contract administration will be presented. Topics pertinent to each stage of a project are introduced and discussed as they occur throughout the life of the project. Numerous real-world examples will be utilized throughout the course. Various electronic project administration tools and techniques will be demonstrated including Building Information Modeling.

CMGT 4310 Cost Modeling and Trend Management (4 Credits)
This course covers various approaches to construction cost estimating at the conceptual stages of planning and design through detailed construction. Students learn parametric estimating techniques and how they are applied to construct and predict reliable budgets at the earliest stages of design. Students build cost models and refine those models with greater detail as design develops through a project. Building information modeling is introduced and used to create massing models to demonstrate design impacts on project costs. Cost trending techniques are presented to manage, monitor and document project performance relative to cost.

CMGT 4320 Arch Plan & Design Mgmt (4 Credits)
This course introduces students to the significant value that architecture brings to real estate and the built environment and the various services and professions associated with it. Students will be introduced to principles, protocols and the planning process related to the design function and the link between the architect’s vision and the finished physical structure. Students will be introduced to design, thinking, theory and application. Student will learn to read and interpret the various graphical and written construction documents as well as know how they are developed and what information they contain. Architectural, structural, mechanical, electrical, plumbing and civil drawings and specifications are covered. The business model for design services will be explored as well as the unique risks and challenges associated with managing the design throughout the various stages of development and construction.
CMGT 4401 Residential Practicum I (4 Credits)
A three course sequence designed to emphasize the practical application of the theories and concepts of residential development. The courses provide a capstone experience for seniors. Students are expected to apply their knowledge of general business, real estate and construction management practices by forming a student business entity, acquiring land, building and selling a residential property. Students will apply accounting, finance, marketing, real estate and construction management techniques in the development of a single family residence. Cross listed with CMGT 3401.

CMGT 4410 Construction Building Systems (4 Credits)
A survey of residential and commercial construction materials, means, and methods associated with the various structural and architectural systems used to design and construct buildings. Project plans and specifications are incorporated to teach the basic sequencing and overall construction process. The influence of sustainability in construction is introduced.

CMGT 4420 Construction Estimating (4 Credits)
Integrated approach addressing construction accounting, estimating, purchasing, and management reporting systems. Cross listed with CMGT 3100, XRCM 4420. Prerequisite: CMGT 4400 or permission of instructor.

CMGT 4438 Legal Issues & Risk Management (4 Credits)
General contract and real estate law, including property rights, title concepts, deeds, purchase contracts, law of agency, environmental issues and disclosures, basics finance concerns, tax law, landlord-tenant law, construction contracts, indemnity agreements, rights and remedies of property owners, contractors and subcontractors issues, and various areas of liability for real estate practitioners and property owners.

CMGT 4480 Const Project Management (4 Credits)
Principles and techniques of construction project management, use of systems analysis, internal and external procedures, planning, programming, budgeting and staffing, controlling major projects, emphasis on construction scheduling techniques with case application. Cross listed with CMGT 3120. Prerequisite: CMGT 4410 or permission of the instructor.

CMGT 4490 Residential Development (4 Credits)
A seminar-style capstone course that integrates various aspects of the construction management curriculum. Emphasis is on topics in the construction and development industries. Cross listed with CMGT 3190. Prerequisite: CMGT 4410.

CMGT 4560 Relational Contracting and Risk Mitigation (4 Credits)
Relational contracting is a construction project delivery framework for multidisciplinary, integrated projects that focuses on aligned goals, high performance, innovation, mutual respect, open communication and a "no blame" culture between Client, Contractor, and Design Team. This approach to contracting, also known as Alliance Contracting, is becoming more prevalent in the United States and is often applied when using integrated project delivery systems. This course compares and contrasts transactional contracting methods with relational contracting methods and the influences on the project team and projects outcomes. Relational contracting is also considered in the context of risk mitigation and project optimization.

CMGT 4580 Integrated Teaming and Project Leadership (4 Credits)
This course examines the unique leadership skills and talents associated with leading and facilitating multidisciplinary, integrated design and construction teams. The focus of the course is on applying strategic intelligence and a system of leadership in the development of integrated solutions for the built environment. This leadership model is driven by a compelling purpose and supported by people who share practical values and have excellent processes, to look into the future, create a vision, and bring that vision to reality. Effective strategies for supporting high performance teams are explored.

CMGT 4700 Topics in Construction Mgmt (1-4 Credits)
CMGT 4980 Construction Mgmt Internship (0-8 Credits)
CMGT 4991 Independent Study (1-10 Credits)
CMGT 4992 Directed Study (1-10 Credits)
CMGT 4995 Independent Research (1-10 Credits)

Entrepreneurship Venture Mgt Courses
EVM 4350 Ent Opportunity & Feasibility (4 Credits)
Refine the concepts of business ideas, critically evaluate the market for new products/services, and assess the market feasibility of ideas for new ventures. Cross listed with EVM 3350.

EVM 4351 Ent Planning the New Venture (4 Credits)
Write business plans for their ventures and present plans to a juried panel of entrepreneurs and venture capitalists for review. The objective is to enable each student to create a truly fundable, realistic business plan. Cross listed with EVM 3351.

EVM 4700 Real Business:Cases in Entrep. (2,4 Credits)
The Real Business course is designed to provide students with an opportunity to examine entrepreneurial business challenges through case studies, guest speakers, discussions and field experience. In addition to standard entrepreneurial start-ups, the course will cover international start-ups, gender issues related to start-ups as well as fostering an entrepreneurial spirit in large organizations. Throughout the course, entrepreneurship will be examined from the perspective of business challenge as well as career choice.

EVM 4704 Topics in EVM (1-8 Credits)
EVM 4710 Innovation/Creativity-Business (4 Credits)
Cross listed with EVM 3710.

EVM 4980 Internship (1-5 Credits)

EVM 4991 Independent Study (1-10 Credits)

EVM 4992 Directed Study (1-4 Credits)

Finance Courses

FIN 4110 Ethics in Finance (4 Credits)
This second course in the Compass is specifically designed for the Master of Science Finance (MSF) curriculum and focuses on the ethical, professional, social, and legal responsibilities of finance professionals, organizations and markets. Financial institutions are facing a crisis of confidence. Trust is an essential ingredient to maintaining efficient and effective financial markets. The finance industry has acquired a reputation for unethical and unsavory activity and has lost the trust of much of society. Many financial professionals believe they are encouraged and rewarded for engaging in unethical activity. We discuss the ethical issues facing financial institutions and professionals and explore solutions for resolving these issues and restoring trust.

FIN 4120 Quantitative Methods in Stock Selection (4 Credits)
This course introduces quantitative methods and techniques applied to alpha generation in stock selection. It enables students to better understand and conceptualize the entire quantitative investment process in the context of a simulated long/short equity portfolio. The student learns to set investment objectives, test investment hypotheses, define security selection criteria and construct portfolios using quantitative techniques. This is a practical class held in a lab environment using financial industry tools and data with a strong emphasis on student participation. Students have to define and defend a quantitative investment strategy and implement it in a simulated portfolio environment.

FIN 4130 Financial Risk Management Strategies (4 Credits)
This course applies risk management, quantitative approaches and investment theoretical models to derivatives markets. It examines the proven risk management and revenue enhancement strategies in derivatives and equity markets, creates innovated derivatives investment styles, validates quantitative strategies in options markets, and implements investment models. This course is to offer advanced graduates in finance a well-rounded exposure to the theory and practice of risk management and derivatives investment strategies. It focuses on four aspects: (1) essential risk management theories regarding asset pricing, portfolio construction, and financial statistics; (2) the approaches to develop risk management and derivatives investment strategies based on the fundamental analysis, statistical analysis, and behavioral finance; (3) the rigorous test of various options investment strategies; and (4) the implementation of risk management and investment strategies based on The Reiman Fund. Prerequisites: FIN 4860 or instructor permission.

FIN 4140 Enterprise Risk Management (4 Credits)
This course introduces the fundamentals of enterprise risk management (ERM). The purpose of this course is to give students an overview of the current approaches used to identify, evaluate and monitor the key risks that an organization faces. Students learn that there are numerous approaches that organizations take in addressing ERM. Over the course of the quarter, a number of outside ERM experts address the class on various aspects of ERM. Students then apply newly gained ERM knowledge to a mock risk assessment developed from a real-life corporate scenario from Newmont Mining Corporation.

FIN 4150 Advanced Business Valuation (4 Credits)
The objective of this course is to present advanced valuation techniques to deepen students’ understanding and enhance their knowledge of valuation theory and practical application. Prerequisite: FIN 4410.

FIN 4160 Treasury Management (4 Credits)
The objective of the course is to provide students with a comprehensive understanding of how various treasury functions are managed in a corporation and build students’ capabilities to assume the role of a proficient treasury manager. Prerequisite: FIN 4430.

FIN 4170 Quantitative Methods in Finance (4 Credits)
This course introduces students to the mathematical and statistical methods needed in order to succeed in the quantitative discipline of modern finance. Topics include differential calculus, optimization techniques, linear algebra, probability, and statistical methods. Data analysis software is used when appropriate to facilitate the analysis. Emphasis is on applications, analytic reasoning, and proper interpretation of results.

FIN 4200 Financial Investments and Markets (4 Credits)
Introduction to financial markets, securities, instruments, and other factors that determine the financial environment. Prerequisites: FIN 4630 and STAT 4610.

FIN 4320 Security Analysis and Valuation (4 Credits)
Examination of statistical and theoretical foundation for determination of market prices and market returns. Includes theoretical implications for investment management of options, futures, stocks and bonds. Prerequisite: FIN 4200.

FIN 4330 Portfolio Management (4 Credits)
Case and project approach to foundation of investment portfolio management. Prerequisite: FIN 4200.

FIN 4410 Financial Planning & Analysis (4 Credits)
Advanced course in financial planning and decision-making focusing on capital structure, working capital management, long-range and short-term financial planning, and mergers. Prerequisite: MBA 4112.
FIN 4420 Capital Expenditure Analysis (4 Credits)
Advanced course in capital budgeting examining capital allocation processes and procedures and the theory and applied techniques of capital spending and divestment under conditions of certainty and uncertainty. Related issues of cost of capital and leasing also included. Prerequisite: FIN 4630.

FIN 4500 Financial Modeling (4 Credits)
Use of erect functions and macros to construct financial models from corporate finance, investments and financial markets. Prerequisites: MBA 4112 and FIN 4200.

FIN 4610 Multinational Financial Management (4 Credits)
Financial analysis of multinational corporation operating in international markets, including exchange rates, international instruments, markets, institutions and futures. Prerequisite: MBA 4112.

FIN 4620 Financial Forecasting (4 Credits)

FIN 4630 Managerial Finance (4 Credits)
Analytical skills and tools of finances; theoretical concepts and practical applications. Topics include ratio analysis, breakeven analysis and leverage, securities valuation, capital budgeting, financial forecasting, and working capital management.

FIN 4700 Topics in Finance (4 Credits)
Topics vary each quarter. Course may be taken more than once if topics are different.

FIN 4701 Topics in Finance (1-10 Credits)
Topics vary. For new/experimental courses taught within the Reiman School of Finance.

FIN 4710 Marsico Investment Fund I (4 Credits)
A securities analysis and portfolio management practicum in which students manage a University endowment gift donated by Tom and Cydney Marsico. Prerequisite: Permission of instructor. (First part of two-quarter course.).

FIN 4720 Marsico Investment Fund II (4 Credits)
A securities analysis and portfolio management practicum in which students manage a University endowment gift donated by Tom and Cydney Marsico. Prerequisite: FIN 4710. (Second part of two-quarter course.).

FIN 4730 Marsico Investment Fund III (4 Credits)
This course is an elective course that is the third in the series of classes involving the Graduate investment fund class: Marsico Investment Fund I & II. This course allows students to apply the investment, security analysis, and portfolio management tools and techniques that they have learned in their Finance classes. The students manage an actual portfolio, a portion of the University's endowment originally gifted by Tom and Cydney Marsico. The selection of students for this class is competitive. Students must agree to participate for 2 consecutive quarters, and they must be willing to address portfolio issues during the between-quarter periods if necessary. Because the course involves the application of tools and concepts learned in other classes, the best time to take the course is in the last year of a student's program. Prerequisites: FIN 4710 and FIN 4720.

FIN 4740 Managerial Microeconomics (2 Credits)
This course combines the standard tools of microeconomic analysis with a well-rounded appreciation of the important perspectives that form the business environment in the contemporary world. The goal is to provide students with the tools from microeconomics, game theory, and industrial organization that they need to make sound managerial decisions. The course uses case studies to develop practical insights into managing the firm's resources to achieve competitive advantage. The course is divided into two principle modules based on market structure: perfect competition and imperfect competition. Both modules cover optimal behavior and strategies.

FIN 4750 Managerial Macroeconomics (2 Credits)
This course covers the theory and practice of modern macroeconomics. It teaches students how private market forces and government policy decisions drive fluctuations in the global economy and affect the business environment. It explores issues related to inflation, interest rates, foreign exchange rate, business cycles, and monetary and fiscal policies. The course uses case studies to analyze real-life macroeconomic issues, and students are encouraged to investigate the potential and limitations of macroeconomic theory with real-world problems. The course is divided into two principle modules: the economy in the long run, and the economy in the short run. Both modules cover impacts of government policies on the business environment in a closed economy and an open economy.

FIN 4800 Organized Walk Down Wall St (4 Credits)
Participants will spend five days in New York visiting exchanges, brokerage firms, investment bankers, commercial banks and other institutions. Prerequisite: MBA 4112.

FIN 4830 Econometrics for Finance (4 Credits)
This course focuses on econometric and statistical modeling with an emphasis on finance applications. Prerequisite: STAT 4610.

FIN 4860 Derivatives (4 Credits)
This course provides a theoretical foundation for the pricing of contingent claims and for designing risk-management strategies. It discusses more advanced material in financial derivatives and is intended for students who have a quantitative background and are interested in enhancing their knowledge of the way in which derivatives can be analyzed. This course covers option pricing models, hedging techniques, and trading strategies. It also includes portfolio insurance, value-at-risk measure, multistep binomial trees to value American options, interest rate options, and other exotic options. Prerequisite: FIN 4200.
FIN 4870 Strategic Finance (4 Credits)
Addresses theory, concepts, and techniques associated with asset management and creation of value from a strategic orientation. Links financial theory and practice to strategic and operational objectives of the firm, prepares student to incorporate risk and uncertainty into analytical decision-making process and to analyze divestiture, restructuring, and liquidation decisions. Prerequisites: MS/Finance students only and FIN 4840.

FIN 4885 External Financing (4 Credits)
Considers the blend of theory and practice with regard to designing the appropriate capital structure of the firm as well as appropriate use of securities and process for raising capital in different financial markets. Prerequisites: MS/Finance students only and FIN 4840.

FIN 4890 Fixed Income Analysis (4 Credits)
Emphasizes valuation and management of fixed income securities in prevailing environment of complex and innovative financial arrangements. Study of the nature of evolving markets, both domestically and internationally. Prerequisites: MS/Finance students only and FIN 4820.

FIN 4980 Finance Internship (1-10 Credits)
Permission of instructor required. Hours and times arranged by student.

FIN 4991 Independent Study (1-10 Credits)
Individual study and report. Hours and times arranged by student.

FIN 4992 Directed Study (1-4 Credits)

Info Tech E-Commerce Courses

ITEC 4155 Intro to Database Apps in Acct (4 Credits)
Introduces database technology and appropriate Accounting Information Systems applications to undergraduate students. Upon completion of this course, the student should be able to design, create, de-bug, and operate a simple/intermediate accounting application using the Microsoft Access Database. Course is cross-listed with ITEC 3155, ACTG 4155.

ITEC 4270 Emerging Technologies (4 Credits)
Emerging Technologies and Strategies investigates new information technologies. Having a broad view of emerging technologies as they relate to business can provide an organization with a valuable strategic advantage. Those organizations that can most effectively grasp the deep currents of technological evolution can use their knowledge to protect themselves against sudden and fatal technological obsolescence.

ITEC 4280 Intro Software Engineering II (4 Credits)
A continuation of ITEC 4270, this course covers systems development in a client-server Internet/Intranet environment using the Java programming language. Principles of event- driven systems, remote database access, and building GUI (Graphical User Interface) prototypes for interfacing with desktop systems are included. Prerequisite: ITEC 4270 or instructor's permission.

ITEC 4310 Electronic Commerce (4 Credits)
This course is an overview of electronic commerce (EC) trends and techniques including the underlying technical infrastructure, traditional EDI techniques such as electronic data interchange (EDI) and commerce at light speed (CALS), Internet use for EC, business models for business-to-consumer EC, marketing on the Internet, payment and fulfillment mechanisms, security and regulatory issues, and global implications. Uses lectures, cases, outside speakers from industry and field trips.

ITEC 4340 Networks & Telecommunication (4 Credits)
This course examines network-enabling technologies and concepts, including LANs and WANs. Network design, management, and troubleshooting issues will be covered. Network design in the age of the Internet will be emphasized, including intranets, extranets, design issues, security and firewalls. Pros and cons of private networks, including virtual private networks, will be discussed. Alternative technologies such as wire line, wireless, satellite and cable will be covered. Cross listed with ITEC 3810. Prerequisite: ITEC 4475.

ITEC 4350 Practicum (1-4 Credits)
This course will consist of an information systems project performed by small teams of students and tailored to individual students' needs. It will be undertaken for a "client" in the business community. Supervised by a faculty member, each project will permit students to apply what they have learned in a live setting and focus on project management planning, reporting, and problem discovery and resolution. Prerequisite: ITEC 4300 or ITEC 4330.

ITEC 4476 Business Process Analysis and Design (4 Credits)
This course starts with the traditional information technology systems analysis and design and broadens this approach to include analysis and design of better business processes - innovative processes which deliver greater value to customers and enterprises alike through creative uses of information technology. We will analyze past and current examples and look for ways to build on and extend these successful exploitations of information technology to other companies and industries. In short, this course is about exploring innovative ways to create greater business value by analyzing and designing not only the systems, but also the business processes these systems are created to support.

ITEC 4477 Database-Driven Websites (4 Credits)
Using state of the art technologies, this course focuses on the development of dynamic web pages. Technologies include PEARL, ASP, ColdFusion, SQL, Access, and Oracle. Cross listed with ITEC 3477. Prerequisite: ITEC 4475 or current enrollment.
ITEC 4478 XML (4 Credits)
This programming course is the second of a five series Web Services course track designed to prepare the student for the certification exam offered by Microsoft in the development of .NET applications. The second module of the series, XML, provides a thorough understanding of the main techniques surrounding the development of XML applications. Up until now, it has been very difficult to communicate and transfer data between different platforms. The surge of XML as a universal text-based standard readable and interpreted by any other system available, has opened the channel to enhance the development of cross-functional applications. Students will learn to write the codes describing the data, processes it and prepare it for presentation, as well as modeling and designing functional components that will later be used to drive the applications. Topics include: creating well-formed and valid XML documents, parsing the documents and creating the format to display it through the client's browser, design functional components and the interconnections among them. Some of the tools that the student will learn to use in this course are XML Syntax, DTD, Schema, CSS, XSL, XSLT, DOM, SAX, SOAP, WSDL, and UDDI. Prerequisite: ITEC 4477 or concurrent enrollment.

ITEC 4480 ASP.NET (4 Credits)
The goal of this course is to provide students with the knowledge and skills that are required to develop XML Web services-based solutions to solve common problems in the distributed application domain. The course focuses on using Microsoft Visual Studio .NET, Microsoft ASP.NET, and Universal Description, Discovery, and Integration (UDDI) to enable students to build, deploy, locate and consume Extensible Markup Language (XML) Web services.

ITEC 4481 C#.NET (4 Credits)
The goal of this course is to provide students with the knowledge and skills needed to develop C# applications for the Microsoft .NET Platform. The course focuses on C# program structure, language syntax, and implementation details. C# was created to be the programming language best suited for writing .NET enterprise applications. C# combines the high productivity of Microsoft Visual Basic with the raw power of C++. It is a simple, object-oriented, and type-safe programming language that is based on the C and C++ family of languages.

ITEC 4486 Information Technology Management (4 Credits)
This course focuses on issues central to the effective management of the IT function including, but not limited to: managing the IT organization, IT’s changing role in the enterprise, and managing internal and external relationships.

ITEC 4500 Strategic Info Technologies (4 Credits)
How organizations are using information technologies for competitive advantage.

ITEC 4610 IT Strategy (4 Credits)
Businesses run on information, organized data about customers, markets, competition, and environments. Information systems (interconnected computers, data, people, and processes) are critical to capture, organize, and disseminate that information in ways that provide stakeholder value. This course is designed to help managers, technical and non-technical alike, to explore how to derive greater value and satisfaction, both personally and professionally, from information systems.

ITEC 4700 Topics in Inform. Technology (1-10 Credits)
New topic area discussion in information technology.

ITEC 4980 Internship (1-4 Credits)
Permission of instructor required. Hours and times arranged by student.

ITEC 4991 Independent Study (1-8 Credits)
Individual study and report. Hours and times arranged by student.

ITEC 4992 Directed Study (1-4 Credits)

ITEC 4995 Independent Research (1-8 Credits)

MBA - General Courses

MBA 4000 Business Speaking Lab (4 Credits)
Provides students whose primary language is not English the opportunity to enhance their English language skills. No credit toward degree.

MBA 4001 Business Writing Lab (4 Credits)
Provides students whose primary language is not English the opportunity to enhance their English language skills. No credit toward degree.

MBA 4010 Business Speaking Lab II (1 Credit)
Provides students whose primary language is not English the opportunity to enhance their English language skills. No credit toward degree.

MBA 4011 Business Writing Lab II (1 Credit)
Provides students whose primary language is not English the opportunity to enhance their English language skills. No credit toward degree.

MBA 4050 Business Foundations I (4 Credits)
OMBA students only.

MBA 4060 Business Foundations II (4 Credits)
OMBA students only.
MBA 4205 Strategic Career Management (4 Credits)
Strategic Career Management offers graduate business students a theoretical and practical understanding of career management within the context of the current and projected labor market. The course facilitates the development of personal short- and long-term career action plans, and provides students with the tools and frameworks for developing other employees’ careers once they are in managerial roles. This course is offered in conjunction with the Suitts Center for Career Services. Major components of the course include in-depth self-assessment, labor market assessment (macro and micro), creating a career development and action plan, positioning and branding oneself within the marketplace, and lifelong career management. Prerequisite or Corequisite: BUS 4610.

MBA 4250 Values in Global Marketplace (4 Credits)
This course examines the ethical, legal, and public policy dimensions of business in the global marketplace. Prerequisite: BUS 4200.

MBA 4260 MBA Internship (0-8 Credits)
The internship typically is taken in either the third or fourth quarter of the MBA program and is a fulltime work experience (roughly 400 hours of work) at a sponsoring company. A participant can register for additional courses beyond the internship with approval of the sponsoring company. Prerequisites: MBA 4220, MBA 4231, BUS 4300.

MBA 4270 Integrative Challenge (4 Credits)
Field study experience at end of MBA program to provide students with exposure to current, relevant and challenging issues faced by Colorado businesses; practical application of business knowledge, managerial skills, professional competencies designed to integrate all graduate program elements and provide distinctive advantage in career development. Prerequisites: MBA 4221, 4232.

MBA 4310 Profiles in Leadership (4 Credits)

MBA 4350 Bien's Int Bus Exp in Europe (1-4 Credits)
The objective of this course is to provide an international experience to our students who are interested in international business. This is achieved through field trips, academic and professional presentations, journaling and cultural immersion. Students reflect on similarities and differences in business practices and broader cultural issues that exist between the U.S. and Scandinavian countries.

MBA 4351 Doing Business in Europe (4 Credits)
The objective of this course is to expose students to issues of international business and cultural diversity through field trips and academic and professional presentations in four Scandinavian countries. Topics to be covered include managing production and operations, international marketing, the European Union, personnel development, cross-cultural aspects of international management, and the role of government. The course includes office visits and plant tours of both large and small production facilities and presentations by industry management. The course is intended also to be an interesting and informative cultural experience with visits to a Viking museum, a ship museum, several castles, and with time for individualized travel in Europe after the course is over. A research project of 15-20 pages is required and due at the end of the summer quarter.

MBA 4610 Law and Public Policy (4 Credits)
This course is designed as a survey to cover a broad scope of basic concepts, along with their application to three major policy areas in the final weeks of the course. The course begins with an exploration of the role of business in the public policy environment. The course then examines the legal environment of business, including key elements of private law (contracts, agency, torts, and business organization law) and public law (employment law, administrative law, antitrust law, environmental law, and intellectual property law). In so doing, the course finally applies basic concepts from law and public policy, along with some concepts from economics, to examine three crucial policy areas related to business: regulatory policy, competition policy, and natural resource policy.

MBA 4690 Enterprise Solutions (4 Credits)
A practical application of key business and managerial knowledge, skills, and competencies designed to integrate all graduate program elements and provide students with a distinctive advantage in career development.

MBA 4991 Independent Study (1-10 Credits)

MBA 4992 Directed Study (1-5 Credits)

Management Courses

MGMT 4240 Global Business Imperative (4 Credits)
Conducting business outside the United States involves a unique set of challenges. Diverse cultures, laws, languages and currencies add to the complexity of putting together and managing international business ventures. This course will help you to prepare for these activities by exploring ten questions, which focus critical aspects of international business. The primary vehicle for accomplishing this will be class discussions built around presentations by the instructors as well as cases and exercises dealing with a range of issues, countries, and industries.

MGMT 4280 Business Design (4 Credits)
Each student learns an organized approach to rapid design of a business with a sustainable competitive advantage based upon innovation(s) to the business model. That innovation(s) is discovered through an investigation of the existing business models and the competitive landscape including: suppliers, customers, competitors, substitutes and barriers of entry. Specific opportunities are identified through investigation of the following: industry, market, and competition. Opportunities to create competitive advantages are investigated through the design of strategies in: marketing, sales, operations, human capital, social responsibility, financing, corporate governance and technology. The course offers a workshop atmosphere in which students are expected to apply and discuss the various aspects of business planning. The result is a written business plan and presentation to funding sources reflecting a sustainable competitive advantage and creation of a defensible market.
MGMT 4340 Strategic Human Resource Mgmt (4 Credits)
This course focuses on the effective management of human resources in order to create sustained competitive advantage. The course covers the major policy areas of employee influence mechanisms, staffing, training and development, performance appraisal, reward systems, and work design so that students are better prepared to provide direction to the creation and implementation of effective management systems. Prerequisite: MBA 4121 or permission of instructor.

MGMT 4345 Performance & Rewards System (4 Credits)
Measuring and improving human performance, techniques of individual objective settings including MBO, appraisal and feedback systems, creating and managing compensation programs, job design, analysis and redesign of reward systems in various organizational contexts. Prerequisite: MBA 4121 or equivalent.

MGMT 4490 Global Strategy (4 Credits)
Management of multinational enterprises; identification, analysis, and discussion of key policy issues for the international manager within various functional areas; home and host country relationships including assessment of political risk, selection of foreign locations, entry and ownership strategy, personnel and staffing considerations, technology transfer, multinational labor relations, organizing for international operations. Prerequisite: Should be taken in the last possible quarter before graduation and after completion of all advanced requirements and ITEC 3900, MGMT 3900, MKTG 3900, STAT 3910, and FIN 4610.

MGMT 4503 Comparative Management (2 Credits)
Exploration of similarities and dissimilarities of management practices in various cultures, determination of political, economic and cultural factors primarily affecting management theory and practice, transferability of certain management practices to other cultures. Introduction to basic assumptions and approaches of comparative research methodology. Prerequisite: MBA 4121.

MGMT 4515 Introduction to Sport and Entertainment Management (4 Credits)
The purpose of this course is to provide students with a very broad but significant exposure to the business of sports, which represents a global, multi-billion dollar industry. By critically analyzing numerous facets within this business from the perspective of a manager, student come away with knowledge that is wide enough but deep enough to foster a solid understanding of this dynamic and exciting industry. At the same time, this course provides students with specific and valuable insights that foster and stimulate deeper interest in a particular aspect within this industry through subsequent and additional coursework, independent study, and/or internship opportunities.

MGMT 4520 Managing Sport & Entertainment Contracts (4 Credits)
This is a comprehensive and interactive seminar on managing sports and entertainment contracts. The class covers intellectual property; the role of entertainment and sports managers and agents; general contract principles and theory; contract negotiation; management and operating agreements; and sponsorship, endorsement, and licensing agreements.

MGMT 4525 Facility Management (4 Credits)
What is a Public Assembly Facility? Public assembly facilities such as arenas, stadiums, convention centers, and theatres evolved out of the need by social communities to build permanent structures for public assembly, for political and commercial activities, religion, sports, spectacles, artistic expression and for commercial and educational assemblies. This course examines the specific areas of responsibility that one must acknowledge and understand to operate a successful venue of this type. We discuss the core competencies required and the unique areas of concentration that separate a public assembly facility from other venue types. Students realize the significant impact and benefit that facilities like these have on the social, educational and economic environment of communities.

MGMT 4530 Technologies for Sport & Entertainment Management (2 Credits)
This is a specialized course for the MBA student interested in expanding their knowledge of the sports industry as a business and as a world economic force. It provides students with a framework for understanding the scope of the sports business across various venues, as it relates to information technology. Management Sport Technology focuses on understanding the practical uses of computer applications as a tool in sport management activities. Emphasis is placed on demonstrated proficiency in project management, spreadsheet management, database management, and Web page development.

MGMT 4535 Managing Sponsorships for Sport & Entertainment Events (2 Credits)
The purpose of this course is to give students an understanding of sports sponsorship from the perspective of the corporate sponsor and the sports entity. The course identifies and describes the several media distribution channels that are used in corporate sports sponsorship. In addition, students learn how to use sports media distribution properties to create an effective sports marketing plan for corporate sponsors. Students put together a corporate sports marketing plan with a sample sports team.

MGMT 4540 Advanced Seminar in Sports and Entertainment Management (4 Credits)
The purpose of this seminar is to consider current topics in sport and entertainment management. Topics vary by quarter depending on timeliness of topics and interest of students. Potential topics may include public policy questions; ethical issues; current economic impacts and analysis; sport and entertainment management factors and how the various segments (professional, amateur, collegiate, high school, recreational and others) relate; environmental impacts; global issues and other issues that impact the current and future fields of sport and entertainment management.

MGMT 4620 Organizational Dynamics (4 Credits)
In this course, you will: (1) understand and develop a set of management and leadership skills critical for effectiveness in high performance work environments; (2) develop the ability to analyze organizations and environments from multiple perspectives; (3) explore policies and practices for facilitating organizational change; (4) become a valued and effective member of a work team; and (5) learn how to incorporate effective communication, critical thinking, creative problem solving, and technology, into organizational behaviors and processes.
MGMT 4625 Managing Human Capital (6 Credits)
This course focuses on the effective management of people, every organization’s most critical resource. Employees’ knowledge, skills, commitment, creativity, and effort are the basis for sustained competitive advantage. It is people who deal directly with customers, have creative ideas for new products or for process improvements, who devise marketing strategy or take technologies to the next level. In this course, the class approaches the people side of business from a general management perspective, integrating concepts from organizational behavior, human resource management, strategy, and organizational design. Course topics include motivation, reward systems, engagement; feedback; processes by which work is done and decisions are made, including attention to teams, power dynamics, conflict, and negotiations; the structure of the organization and its systems, including job and organizational design and system and policies affecting human capital; the organization’s culture and history; and the external environment within which the organization operates, including legal, regulatory, demographic, economic and national cultural factors.

MGMT 4630 Strategic Human Resources Management (4 Credits)
This course advances the argument that effective human resource policies will create sustained competitive advantage. To that end, this course will address the effective management of human resources in various policy areas: staffing, diversity, training and development, voice and influence, performance appraisal, and reward systems. Rather than taking a traditional, staff personnel perspective, we will discuss human resource management from the strategic perspective of a general manager. Prerequisite: MGMT 4620.

MGMT 4690 Strategic Management (4 Credits)
This course builds from the premise that managers make decisions that influence the overall success of their organizations. We will concentrate on how top managers create and maximize value for their stakeholders. You will learn about how companies compete against each other in the quest of achieving high performance and market victories. You will learn about how and why some companies are successful while others are not. This course is about strategy. The primary task of strategy is the allocation and commitment of critical resources over relatively long periods of time in pursuit of specific goals and objectives. Strategic decisions take account of the conditions that prevail within the industry environment, both positive and negative, and the resources and capabilities available to managers for meeting environmental challenges. Strategy also requires establishing and managing an internal organizational system that creates and sustains strategic value.

MGMT 4700 Stress Management (1-4 Credits)

MGMT 4710 Sustaining Family Enterprises (4 Credits)
Family enterprises have a tremendous impact on our local, national and global economies. Today, the definition of the family enterprise extends beyond just the business entity. It includes family offices, family “banks,” family councils, trusts, and family foundations, just to name a few. Further, what happens in, and how decisions are made by, family enterprise affects not only the active family members but other key stakeholders such as inactive family members, in-laws, non-family managers and employees, professional advisors, customers, suppliers and competitors. This course gives students insight into the universe of possibilities that families, enterprises and their advisors face when engaged in systemic transition planning. This highly interdisciplinary course is appropriate for anyone who intends to work in or with family enterprises. This includes family members, accountants, attorneys, estate planners, financial or wealth managers, family office professionals, insurance consultants, business advisors, management consultants, organizational and leadership development experts, international business professionals, psychologists, social workers, and family therapists.

MGMT 4790 Managing Strategic Alliances (4 Credits)
The purpose of this course is to examine and expand upon the current understanding of the challenges of developing and managing strategic alliances. Reflecting the breadth of the novel features of the structure, the course draws from both strategic management and organizational behavioral disciplines. To order the discussion, we take a process view in addressing why and then how to use a strategic alliance. We initially focus on when to use an alliance. We then turn to the formation of an alliance - examining how to select a partner, which structure to choose and how to negotiate. Following, we discuss post-formation issues of partner relationships, management of the alliance, performance evaluation and alliance termination. We conclude the course with sessions devoted towards managing a portfolio of alliances and network management in general.

MGMT 4980 Graduate Internship in Mgmt (1-10 Credits)
Hours and times arranged by student.

MGMT 4991 Independent Study (1-10 Credits)
Individual research and report. Hours and times arranged by student.

MGMT 4992 Directed Study (1-4 Credits)

MGMT 4995 Independent Research (1-10 Credits)

Marketing Courses

MKTG 4100 Marketing Concepts (4 Credits)
Ever wonder what’s behind those Super Bowl ads we love to watch? Or, how Apple decides the price of its newest electronic wonder? Did you notice you can almost always find what you are looking for at the grocery store, whether it’s in season or out? How does that happen? This course provides students with a lens through which they may view the world as a consumer and as a marketer, relating marketing principles and models to consumer and business actions. The course investigates marketing strategy and tactics using contemporary examples from the headlines, active class discussion, and a marketing strategy simulation.
MKTG 4220 Customer Experience Management (4 Credits)
In their best-selling book, The Experience Economy, Pine and Gilmore set the stage for what today’s organizations are facing—customers that connect with brands on the basis of the experiences they receive: products and service are no longer a sufficient differentiator. This course takes the student beyond the ‘better product, better service’ approach to the cutting edge concepts of customer experience management (CEM). It provides an understanding of CEM, its best practices, and the tools for its implementation and evaluation. The course considers the challenges of creating and delivering customer experiences in a variety of settings—in-store operations, branded products, and web-based operations. One of the special features of this course is the use of live, case studies from a variety of companies. Among the companies recently represented by guest speakers are Charles Schwab, Comcast, Cox Communication, Starbucks, 24HR Fitness, Frontier Airlines, eBags, and others.

MKTG 4230 Financial Aspects of Customer Experience Management (4 Credits)
Successful customer experience management requires knowledge of the tools and techniques to assess the costs, benefits, and return on investment in customer relationships. This course shows students how to conceptualize, design, implement, and evaluate information and financial systems that support successful customer experience operations. A particular focus of this course is the determination of the optimal investment in customer experience, including insights from concepts such as lifetime value of customers. Prerequisite: MKTG 4220.

MKTG 4240 Customer Experience Management Integration (4 Credits)
A key component of every successful customer experience management (CEM) program is the ability to integrate CEM, marketing, financial, and information systems information, concepts, and processes into a successful operation for the customer and the company. This course provides the student with the tools to evaluate the success of customer experience management systems through conducting the CEM Audit. Students apply the CEM Audit to evaluate the level of company achievement of CEM goals and objectives. This course builds on the courses in the CEM and IMC programs (primarily MKTG 4810 and MKTG 4220) as well as other courses in marketing and business. In this sense, it is a capstone course, integrating the knowledge and experience acquired through other courses and your life and business experiences. Developing skills in assessment of an organization against CEM standards is the primary objective of this course. Cross listed with MKTG 4850. Prerequisite: MKTG 4220.

MKTG 4360 Global Transportation Systems (4 Credits)
Managing a global supply chain involves applying increased discipline to a process with many parts. The key parts of the supply chain over which a company has the least control are the transportation carriers that connect a company with its customers and suppliers in all parts of the world. Global Transportation Systems covers the various modes of transportation including ocean vessel, barge, railroads, truck and air freight. The course will touch on the operating characteristics, service, infrastructure, sustainability, ownership, finances, prices and each mode’s place in the global supply chain both across borders and domestically in several target countries including the U.S. In addition Global Transportation Systems will provide the student with an understanding of how public policy affects transportation infrastructure investment, security, cost and service around the world. The course provides a solid foundation for other supply chain courses. Cross listed with MKTG 3360. Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4370 Marketing Channels & Logistics (4 Credits)
Of the four Ps (product, price, promotion, and place), MKTG 4370 explores the “place” in a firm’s marketing efforts to gain sustainable competitive advantage. Marketing channels are the routes to market used to sell every product and service that consumers and business buyers purchase everywhere in the world. Logistics is the other half; delivering the right product at the right time to the right place in the right quantities to keep satisfied loyal customers, a crucial element in making the sale. In this course, students learn the design of marketing channels to deliver sustainable competitive advantage while building channel power and managing channel conflict. Sound strategic and tactical channels decisions are taught via an on-line computer simulation. Logistics design and execution includes best practices for demand management, order management, customer service, inventory strategy, transportation, and distribution, all of which are taught through lecture, hands-on exercises, and case studies of the world’s best supply chains. Cross listed with MKTG 3370. Prerequisites: MKTG 4100, MKTG 4610, or MKTG 3900.

MKTG 4375 Strategic Sourcing (4 Credits)
Current businesses face relentless pressure to provide additional value in an ever more competitive world. Globalization of world markets has reconfigured supply networks across the globe, causing increasing complexities and challenges in sourcing. In this course, the student learns about the strategic sourcing process, from the development of a sourcing strategy to establishing, managing, and optimizing the firm’s supply base. A framework for aligning corporate, business unit and functional department objectives with a sourcing strategy for each commodity purchased by the firm will be presented, along with spend analysis, portfolio analysis, and other best practices (supply base optimization, supplier scorecards, supplier development programs, reverse cost analysis, B2B Auctions, learning curves, value analysis, total cost of ownership, and gain sharing) for improving a firm’s cost and financial performance through improved supply chain performance. Cross listed with MKTG 3375. Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4380 Supply Chain Management (4 Credits)
Today’s economy of globally sourced manufacturing, developing markets, synchronized e-commerce, international trade lanes, and intertwined economies demand supply chains of global reach to bring goods and services from around the world to local stores or even the consumer’s front door. This course addresses the challenges and illustrates the tools required to build, maintain, and expand global supply chains. The course develops the ability to make sound strategic, tactical, and operational supply chain decisions via an on-line simulation tool, and superior supply chain design and performance is taught through in-depth case studies from the world’s top 25 supply chains. Students are able to connect improvements in supply chain design and performance to the financial performance of a firm. Cross listed with MKTG 3380. Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4510 Concepts of Buyer Behavior (4 Credits)
What makes consumers tick? This course draws on a variety of sources, including concepts and models from psychology, sociology, anthropology, and economics, to offer helpful frameworks for understanding why consumers buy what they buy. These concepts are applied to real-world situations to give students practice at making better product, promotion, pricing, and distribution decisions based on consumer insights. Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900.
MKTG 4520 Measuring Marketing Plans and Strategies (4 Credits)
There’s no escape; even marketing managers need to understand financials. This course is designed to introduce MS Marketing students to the principles of financial decision-making and the use of marketing metrics, including customer lifetime value (CLV). Students learn how to compute marketing ROI and how to make marketing decisions that enhance the bottom line. Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900, and MKTG 4545 or permission of the instructor.

MKTG 4530 Marketing Research (4 Credits)
Understanding consumers requires careful observation and thoughtful questions. Marketing research represents a methodology for getting the answers needed to be successful in business. This course introduces students to a broad array of marketing research tools, including focus groups, ethnographic studies, survey research, and experiments. Students will learn how and when to apply these tools, as well as how to interpret the results to make sound marketing decisions. Highly recommended students take statistics prior to taking this course. Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4540 Product and Service Innovation (4 Credits)
Developing and introducing new products and services are the lifeblood for companies and a primary responsibility of product management. This course focuses on the timeframe beginning with identifying market opportunities for new products and services through to market launch, with particular attention paid to managing project and processes milestones from inception to introduction. The course addresses how marketing managers can overcome the poor success rates for most introductions and increase odds for achieving higher success rates more frequently. Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4545 Marketing Planning Foundations (2 Credits)
Prerequisite: MKTG 4100.

MKTG 4550 Marketing Planning (4 Credits)
It has been said that “planning without action is futile, and action without planning is fatal.” The objective of this course is to enable students to utilize a rigorous planning process to develop action-oriented marketing programs. This activity involves an integrated application of concepts and theories characterized by the logical use of facts -- leading to alternatives -- leading to actions. By the end of the course students should be able to develop effective marketing programs, and to understand the strength and limitations of the principal planning tools a marketing manager has at his/her disposal. The skills developed in this class are particularly important because many organizations now use the marketing plan as the basis for developing the business plan. In fact, marketing-developed plans often must precede the subsequent decisions in planning production, finance, and other corporate activities. Each student will apply the planning process, develop an action plan, and identify specific marketing outcomes for an existing or prospective enterprise. The course utilizes current practices, contemporary exemplars, and rigorous communication/presentation platforms. Course must be taken within one quarter of graduation or instructor’s permission. Prerequisites: any two graduate-level marketing courses.

MKTG 4560 Pricing Strategy (4 Credits)
This course provides an overview of all aspects of Pricing, a key driver of growth and profitability. As one of the 4 “Ps” of Marketing, attention and interest in Pricing is growing. This is not surprising, given that Price is the one “P” that drives the topline, with a direct impact on revenue growth, customer growth, market share, and profitability. This Pricing survey course examines established and emerging pricing strategies and principles. In addition, students learn some basic analytical tools that can be applied to pricing strategy decisions and explore approaches to optimize the impact of pricing strategies and tactics, including segmentation, addressing the competition, and communicating value. Prerequisite: MKTG 4100 or equivalent.

MKTG 4563 International Marketing (4 Credits)
The shrinking planet and constant pressure to maintain a firm’s growth mean that global marketing continues to grow in importance. This course introduces the various economic, social, cultural, political, and legal dimensions of international marketing from conceptual, methodological and application perspectives, and emphasizes how these factors should affect, and can be integrated into, marketing programs and strategies. This course provides students with methods for analyzing world markets and their respective consumers and environments, and to equip students with the skills in developing and implementing marketing strategies and decision making in international contexts. It includes a combination of lectures and discussions, case analyses of real global marketing issues, videos and readings from the business press, country snapshots, and a group research project in which student teams launch a discrete product in a foreign country of their choice. Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4565 Product and Service Innovation (4 Credits)
This course focuses on the timeframe beginning with identifying market opportunities for new products and services through to market launch, with particular attention paid to managing project and processes milestones from inception to introduction. The course addresses how marketing managers can overcome the poor success rates for most introductions and increase odds for achieving higher success rates more frequently. Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4570 Competitive Strategies (4 Credits)
This course will examine what is happening in the world of corporate marketing today. Which companies’ marketing strategies are working and why? Which are not working and why? Who is winning in the competitive marketplace and who is losing? How do you know? What is the connection between a company’s marketing strategy and its financial strategy? Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4600 Sports & Entertainment Marketing (4 Credits)
There are few products for which consumers are more passionate than their sports and entertainment expenditures, so this topic is always an exciting one in marketing. This course provides an in-depth look at the processes and practices of marketing sports, concerts, film and other entertainment. The course emphasizes the practical use of advertising, promotion and public relations in creating athlete or entertainer images, providing a quality fan experience, promoting sponsorships or driving event ticket sales. Participation in a current sports marketing project provides context for graduate students to apply the theories to real situations. Cross listed with MKTG 3660. Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4670 Competitive Strategies (4 Credits)
This course will examine what is happening in the world of corporate marketing today. Which companies’ marketing strategies are working and why? Which are not working and why? Who is winning in the competitive marketplace and who is losing? How do you know? What is the connection between a company’s marketing strategy and its financial strategy? Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4690 International Business through E-Commerce (4 Credits)
This course is designed to bring together the concepts of international business and e-commerce. We will discuss trends, issues that hinder or facilitate such trade across countries and diverse strategies that might work under different situations. Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4700 Topics in Marketing (4 Credits)
Prerequisite: MKTG 4100.
MKTG 4704 Tpcs Mktg: Special Sector (1-4 Credits)
Various topics in Marketing are covered. Topics change each term.

MKTG 4705 Topics in Marketing (1-4 Credits)
Like most disciplines, marketing is evolving constantly. One can learn about marketing and its classic terms and notions by reading a textbook. But to familiarize oneself with the current pressing issues, emerging ideas, and innovative applications, one must consult both industry practitioners and academic gurus. In this course, students and faculty meet and interview several top business executives in Denver area as well as visit their facilities. Such interaction with the managers and faculty help the students understand the interface of theory and application. In addition, by identifying the current issues in marketing and learning how to develop strategies to handle them, students add to their preparation for the job market.

MKTG 4800 Global Integrated Marketing Communication (4 Credits)
The Global IMC class is for graduates who have taken marketing communications classes and want to gain an understanding of how use this knowledge in the global marketplace. It helps students to understand similarities and differences between markets and how to most effectively approach them. What are the IMC tools that work best and how do you use them with cultural sensitivity? The class features a number of guest speakers and at least one off-site agency visit. The finale to this high-intensity class will have competing teams creating a global campaign. Prerequisites: MKTG 4100 and MKTG 4810.

MKTG 4805 Introduction to Digital Marketing (4 Credits)
Knowing how to use digital marketing tools as part of an integrated marketing strategy is critical in today's marketplace. This course provides the knowledge and skills to plan and implement a digital marketing strategy, create and manage digital marketing campaigns, and select and use the most effective tools and technologies to achieve the business' objectives. Students learn how to successfully integrate online tools including search engine optimization, pay per click advertising, email marketing, blogs, viral marketing, social media, and online PR within the overall marketing mix. Through team projects and class assignments, students get applied knowledge in developing an e-marketing plan. In addition, students acquire firsthand experience using twitter, blogs, web site graders, keyword research software tools and online media measurement services. Previous guest speakers have included industry leaders and agencies like Theo Mandel, Ph.D, a highly acclaimed author on web site user experience, design and usability, as well as leading email marketing firm, Emma. Cross listed with MKTG 3480.

MKTG 4810 Integrated Marketing Communication (4 Credits)
Marketers must successfully communicate to consumers to be successful. Integrated Marketing Communications represents the latest approach to this process. This course focuses on how to integrate marketing messages by using brand management as the foundation of creating effective marketing communications. To get a broad perspective on the topic, students read and discuss both classic and contemporary books on marketing communications. Looking at more than traditional advertising, the class also discusses how social media, outdoor, mobile, product placement, and event marketing are all changing the marketing communications process. The course work focuses on three cases, including a presentation of a proposed advertising campaign. Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4815 Social Media Marketing (4 Credits)
Social media marketing is an evolving field with consumers driving the changes marketers are seeing. Based on students' business model, social media may be more than just distribution and prosumers may be a part of your long-term business strategy. This class illuminates the increasing importance of social media as it relates to consumer behavior and the purchase cycle. This course also develops a strategic model for a diverse range of businesses (B2B, B2C, Product, Service, Online, Online with Brick and Mortar) that will empower students as a marketer to determine their best strategy. Cross listed with MKTG 3490. Prerequisites: MKTG 4100 and MKTG 4805 or permission of instructor.

MKTG 4820 Brand Management (4 Credits)
Brands are valued assets for businesses. Building and maintaining strong, valuable brands represent core responsibilities of brand managers. Brand management encompasses brand audits, elements, attitudes, beliefs, images and equity that customers associate with a company's branded offerings. This course focuses on concepts, tools, techniques and strategies for creating, building, measuring, maintaining and managing strong, valuable brands in today's complex marketing landscape. Prerequisites: MKTG 4100 and MKTG 4100.

MKTG 4825 Mobile Marketing (4 Credits)
Due to the explosion of Smartphones, Mobile Commerce, Social Media and Location-based Services such as Foursquare, mobile marketing is the next frontier! Learning to harness this ever-evolving field is essential for business students. This course enables students to build creative mobile marketing campaigns that complement digital and traditional marketing strategies. This fast-paced course is a must for people interested in marketing and business. Prerequisites: MKTG 4100 and MKTG 4805 or permission of instructor.

MKTG 4830 Integrated Marketing Communication Cases (4 Credits)
Using the Harvard case method, students analyze marketing communication and brand building campaigns and processes used to acquire and retain customers, generate sales, and increase profits. The presence (and absence) of IMC strategies and practices are identified and discussed. Course concludes with presentations of cases created (based on working with real companies) by student teams. Prerequisites: MKTG 4100 and MKTG 4810.

MKTG 4835 Search Engine Marketing (4 Credits)
The digital marketing landscape has hundreds of tools that marketers can utilize to increase revenue, execute on strategies and develop deep brands. This course reviews the most essential of those tools; Google Analytics and Google AdWords. This course's goal is to enable students to attain individual certification. By partnering with the businesses in our internship program, this course ensures students are mastering those most sought after tools/skills. This course is fast-paced and has a real world focus! Cross listed with MKTG 3485.
MKTG 4850 Integrated Marketing Communication Campaign (4 Credits)
This course builds on all of the courses in the IMC program/concentration as well as other courses offered through the Department of Marketing. In this sense, it is a capstone course, integrating the knowledge and experience acquired through these other courses. Integration is the primary objective of this course—that is, to develop skills in integrating content from other courses into a complete IMC campaign for a brand of the student’s choice. IMC Campaign is a major project course with a single significant outcome, the IMC Campaign. The project is conducted in a team environment with the guidance of the instructor. Cross listed with MKTG 3460, MKTG 4240. Prerequisites: MKTG 4810 or instructor permission, and MKTG 4820.

MKTG 4900 Advanced Marketing Strategy (4 Credits)
Making sound strategic marketing decisions in the real world is complex and challenging, even for seasoned executives. Determining sound strategies is critical. Implementing them effectively and profitably is essential. How can managers increase their chances for making better strategic marketing decisions leading to more successful outcomes more often? This course applies concepts, constructs and learning acquired in prior marketing courses to complex strategic decisions. Cases are at the heart of the course, challenging teams and individuals to make specific marketing decisions in the context of larger strategic marketing and company contexts, including accounting for top- and bottom-line impact. Students are required to be within two quarters of graduation. Prerequisites: any two graduate-level marketing courses, one of which must be MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4980 Marketing Internship (1-8 Credits)
We learn by doing. That’s what a marketing internship at Daniels is all about. Recent studies show that one to three internships on a resume go a long way towards landing that first job in marketing. At Daniels, we network with some of the top marketers in Denver and across the US. Our marketing students have worked at National CineMedia, Integer Advertising, Bank of America, Enterprise, Northwestern Mutual Insurance, eBags, Crispin-Porter + Bogusky, Einstein’s, Johns Manville, Ski Magazine, the Pepsi Center, 15 Million Elephants, Flextronics, Merrill Lynch, Dish Network, AEG Live, Altitude Sports & Entertainment, and the list goes on. Not only will students earn school credit, they may very well land a paid internship, and eventually a full-time job. Course requirements include an internship report that covers your experience on the job, a study of the industry, and what they learned from their company. It’s a win-win course where you put into practice the marketing concepts you’ve learned at DU, and discover new marketing tactics from your company co-workers. “Thanks to the University of Denver for fostering this partnership and providing such great students” (NCM Media Networks).

MKTG 4991 Independent Study (1-10 Credits)
Hours and times arranged by student.

MKTG 4992 Directed Study (1-4 Credits)

MKTG 4995 Independent Research (1-10 Credits)

MKTG 4999 Marketing Capstone Assessment (0 Credits)
Surveys graduating MS Marketing students and assesses the level of learning obtained by these students. This class is to be taken during the final quarter of study. Prerequisites: MKTG 4100, MKTG 4510, MKTG 4520, MKTG 4530, plus 12 additional hours of graduate marketing classes.

Real Estate Courses

REAL 4000 Business of the Built Environment (4 Credits)
The emphasis of this course is on the importance of real estate and the built environment and its impacts and influences on how we live, work, and play. The course employs a full life cycle sustainable model that links the various phases, functions, and professions of real estate, project delivery, and asset/facility management to create holistic, value generating solutions for society. Professional practices/skillsets associated with the many career options that engage the built environment are explored.

REAL 4002 The Business of Real Estate (2 Credits)
This is an introduction to home ownership, real estate industry and its markets; legal aspects of home ownership from consumer's point of view, including property rights, title, concepts, deeds, and purchase contracts. Listing contracts, law of agency, types of mortgages, basics of home loan finance, appraisal, investment and tax benefits are also covered in this class. Partially satisfies Colorado Real Estate sales licensing requirements.

REAL 4007 Real Estate Financial Analysis (4 Credits)
Alternative analysis formats that can be applied to a wide array of real estate analysis issues; simulates working/decision-making environment; structured overview of analysis tools focused on specific facets of multidimensional real estate decision-making environment; applications in investment analysis, feasibility analysis, valuation, market analysis, and report writing and presentation. Prerequisite: REAL 4407.

REAL 4010 Real Estate Capital Markets (4 Credits)
This course will expose students to the Commercial Real Estate Capital Markets that have evolved from exclusively private in the 1980s to a mix of private and public, including commercial mortgage backed securities (CMBS) and real estate investment trusts (REITs), in the 1990s. Any person involved in real estate today must understand all the alternative capital sources available and their requirements. Students will be exposed to the positives and pitfalls of all the capital market products. This course will provide students with the general concepts and definitions. A combination of lectures, guest lectures from industry experts, text & article readings, class discussions, and case studies using real life examples. Cross listed with REAL 3010. Prerequisite: REAL 4007.

REAL 4110 Advanced Issues in Real Estate & Construction Management (4 Credits)
This course concentrates on five advanced real estate and construction management topics; the design build environment, negotiation skills in real estate and construction management, real estate capital markets, the entitlement process -- urban planning, zoning, PUDs and underutilized tax advantages in real estate. Cross listed with REAL 3110. Prerequisite: REAL 4407.
REAL 4140 Global Perspectives in Real Estate (4 Credits)
This course focuses on inbound U.S. and outbound U.S. real estate transactions and the cultural issues that impact these transactions. This can also be taken as a Burns Global Delegation travel course. Cross listed with REAL 3140, XRCM 4140.

REAL 4210 Planning, Entitlements, and Public Finance (4 Credits)
Real estate development, place making, and community building require the combined efforts of the public, for-profit, and non-profit sectors. Participants in the real estate development process need to understand and appreciate the sometimes competing and sometimes collaborative interests of governments, agencies, and the private developer. This course is designed to familiarize students with the overall context of urban planning and land use. Students discover the variety of participants in the development process and also become familiar with the project entitlement process, zoning, and land use regulation. Students also examine public/private financing structures such as public-private-partnerships (P3s) and become familiar with detailed calculations relating to Tax Incremental Financing (TIF) and Metropolitan Districts.

REAL 4337 RE Securities/Syn/Entrep (4 Credits)
Introduction to real estate securities; emphasis on private offerings; determining whether a contemplated transaction involves a security, and what happens if it does; exemptions from registration (Reg D); registration requirements; investor suitability, how to syndicate, acquisition of property, marketing or the property, tax structure and formation of syndication, compensation to syndicators, real estate tax considerations. Cross listed with REAL 3337, XRCM 4337.

REAL 4347 Mgmt of Income Properties (4 Credits)
Explore the complexities of managing apartments, condominiums, office buildings, industrial property and shopping centers. This course covers rental markets, development of rental schedules, leasing techniques and negotiations, repairs and maintenance, tenant relations, merchandising, selection and training of personnel, accounting, and owner relations. Cross listed with REAL 3347.

REAL 4369 Real Estate Taxation (4 Credits)
Tax factors affecting investments and operations in real estate; special attention is given to legal forms of ownership, depreciation, tax basis, tax impacts of exchanges, syndications, real estate securities, and other federal tax laws affecting real estate. Cross listed with REAL 3369.

REAL 4400 Real Estate Concepts (4 Credits)
Principles of real estate, real estate industry and its markets; legal aspects of home ownership from consumer's point of view, including property rights, title concepts, deeds, purchase contracts, listing contracts, law of agency, environmental issues and disclosures, types of mortgages, basics of home loan financing, appraisal investment and tax benefits. Partially satisfies Colorado real estate broker licensing requirements. Cross listed with REAL 1777.

REAL 4407 Income Property Finance (4 Credits)
This course explores conventional and alternative financing, mortgage banking, law and markets, loan underwriting analysis and the impact of monetary and fiscal policies on the real estate and mortgage markets, with emphasis on decision making from the equity investors point of view. Specific topics include an overview and history of real estate finance, the taxation and legal aspects of real estate finance, compounding and discounting, functions of interest and real estate capital markets and securities. Specific areas of focus are residential property finance, income property finance, and construction and development financing. Cross listed with REAL 3307.

REAL 4417 Income Property Valuation and Appraisal (4 Credits)
Residential/Commercial appraising, including market cost and income approaches to value, gross rent multiplier analysis, neighborhood and site analysis, valuation of income properties including market cost and income approaches to value, capitalization theory and techniques, mortgage-equity analysis, and investment value concepts. Prerequisite: REAL 4407.

REAL 4467 Property Development and Feasibility (4 Credits)
Commercial real estate development analysis and feasibility includes economic base analysis, tenant demand analysis, development and construction cost analysis, lease-up analysis, financial feasibility, leasing and property management practices. Five major property types (office, industrial, retail, apartment and hotel) are covered. Prerequisite: REAL 4007.

REAL 4477 Income Property Investment (4 Credits)
Comprehensive analytical framework for real estate investment decision-making, equity investment decisions via discounted cash flow, and risk analysis models and strategic planning concepts, structuring parameters to maximize rates of return while controlling downside risks; emphasis on theory, concept building, and practical application to various types of investment properties. Cross listed with REAL 3377. Prerequisite: REAL 4007.

REAL 4500 Argus Financial Analysis (4 Credits)
This course concentrates on practical applications of the Argus (TM) Real Estate Financial Software through interactive examples and case studies. Participants will be exposed to the software's capabilities, fundamentals, and unique nuances. Cross listed with REAL 4500, XRCM 4702. Prerequisite: REAL 4007.

REAL 4701 Topics in Real Estate (1-5 Credits)

REAL 4705 Risk Management in the Built Environment (4 Credits)
Decision making and risk analysis concepts in the context of real estate and the built environment. This includes, but is not limited to, liability issues as to persons and property, casualty and property damage questions, employee and employer insurance areas, auto insurance, professional liability insurance, directors' and owners' liability issues, medical insurance, life insurance, environmental risks, and much more in areas of exposure that one can face in the business world. The course further examines means to minimize such areas of exposure.

REAL 4800 NAIOP Challenge (4 Credits)
A unique non-traditional course, where the students will work on a complex real estate problem culminating in an internal competition and external competition which includes a written report and an oral presentation. Cross listed with CMGT 3800, CMGT 4800, REAL 3800.
REAL 4890 Internship (0-8 Credits)

REAL 4980 Adv Valuation/Report Writing (1-10 Credits)
Advanced cutting-edge techniques not yet institutionalized nor commonly practiced in the field. Includes writing skills workshops appropriate to specialized nature of appraisal reports, and composition of a complex field problem report to prepare student for writing "demonstration" report required for MAI professional designation. Prerequisite: REAL 4417.

REAL 4991 Independent Study (1-10 Credits)

REAL 4992 Directed Study (1-10 Credits)

REAL 4995 Independent Research (1-10 Credits)

Statistics Courses

STAT 3920 Strategic Management of Operations (4 Credits)
The operations function is the unit of the organization that produces the products and/or delivers the service for which the company earns revenue. It is the largest unit of the organization with which all other units interact. Therefore, efficient management of this function is a critical success factor for any company. This course focuses on an organization's management (planning, organizing, staffing, directing, and controlling) when converting inputs into products and services. Companies today must remain competitive in the global marketplace, and careful consideration of various options regarding cost containment and use of technology are required. This course will explore how operations managers meet these challenges in the manufacturing and services firms in response to changes in economic conditions. Students will be exposed to a number of quantitative tools as well as becoming familiar with new systems and methods in the operations management field. When appropriate, optimization software such as Microsoft Solver will be utilized to conduct analysis. Prerequisite: STAT 3900.

STAT 4040 Basic Math-Graduate Students (2 Credits)

STAT 4045 Basic Math-Evening MBA Stdnt (1 Credit)

STAT 4050 Basic Statistics-Grad Students (2 Credits)

STAT 4100 Quantitative Methods I (4 Credits)
An introduction to the methods of quantitative analysis commonly used in business, with an emphasis on finance applications. Topics include descriptive statistics, probability, probability distributions, fundamentals of statistical inference, correlation, and simple and multiple regression analysis.

STAT 4200 Quantitative Methods II (4 Credits)

STAT 4300 Production & Operation Mgmt (3 Credits)

STAT 4350 Statistical Computing (4 Credits)
Introduction to and training in the use of modern statistical software packages. Exposure to several of SAS, STATISTICA, S-PLUS, and SPSS with focus on one to best fit student needs. Data acquisition, management, graphs, analyses, reports, customizing and programming. Cross listed with STAT 3350.

STAT 4400 Risky Business (4 Credits)
An interterm travel course to Las Vegas that deals with the theory, practice, and business of gambling.

STAT 4500 Prob Thry Math Gamb (4 Credits)
This course covers the theory of probability and the formal study of mathematics underlying gambling and games of chance. Topics include probability concepts, probability rules, expectation, permutations and combinations, the law of large numbers, the law of "averages," history of gambling, house advantage, fallacies and betting systems, volatility and operations, game odds and price setting, games of pure chance, games with a skill component. Prerequisite: a previous course in statistics or permission of instructor. Cross listed with STAT 3500.

STAT 4510 Applied Decision Theory (4 Credits)
Application of classical and Bayesian decision theory and game theory to practical problems. Prerequisite: MBA 4111, MBA 4112, or permission of instructor.

STAT 4610 Business Statistics (4 Credits)
This course introduces students to basic analytical tools in statistics and operations and provides the initial theoretical concepts and skills that are building blocks for future courses. The approach is to present students with a "corporate" view of how quantitative tools and concepts are used to analyze data and facilitate business decision-making. Students will familiarize themselves with all of the statistical and operations models presented in the course and will demonstrate knowledge in applying the appropriate techniques and models to various decision modeling, with an interpretation of the results of the analysis. Appropriate software will be used in all places where it facilitates the analysis and modeling, allowing students to become more proficient overall in using Microsoft Excel and to place their emphasis on applications to core business disciplines, quantitative reasoning, model building, proper interpretation of results, and managerial decision-making.

STAT 4640 Regrns/Correlation Analysis (4 Credits)
Simple linear regression analysis, methods of estimation, multivariate multiple regression and correlation, tests of reliability and significance, simultaneous equations model and applications. Prerequisite: MBA 4111, MBA 4112, or permission of instructor.

STAT 4650 Applied Multivariate Analysis (4 Credits)
The introduction and application of multivariate analytical techniques and model building for problem solving in business and other settings. Cross listed with STAT 3650. Prerequisite: MBA 4111, MBA 4112, or permission of instructor.
STAT 4680 Sampling Theory & Application (4 Credits)
Simple and stratified random sampling; multistage, cluster, and sequential sampling; optimum allocation and economic efficiency; ratio estimation methods; design of sample studies of various human and physical populations; financial auditing by probability sampling. Prerequisite: MBA 4111, MBA 4112, or permission of instructor.

STAT 4687 Advanced Statistics (4 Credits)

STAT 4700 Intro Computer Simulation (4 Credits)
Deterministic and probabilistic model structures, planning models, heuristics and artificial intelligence, Monte Carlo methods, simulation programming languages, model design, experimentation, and verification. Prerequisite: MBA 4111, MBA 4112, or permission of instructor.

STAT 4704 Topics in Statistics (1-5 Credits)
Various topics including travel courses.

STAT 4709 Computer Simulation Methods for Business (4 Credits)
Large-scale simulation in business and economics, deterministic and probabilistic model structures, corporate planning models, heuristics and artificial intelligence; Monte Carlo methods, model design, experimentation and verification, tactical problems in total systems simulation. Cross listed with STAT 3709.

STAT 4710 Statistical Quality Control (4 Credits)
Applies the basic concepts of statistics to quality improvement in the business environment. Topics include a summary of Total Quality Management (TQM) and where Statistical Quality Control fits in, the tools of Statistical Process Control, Deming’s Continuous Improvement Cycle, as well as the evaluation of Process Capability and Sampling. Cross listed with STAT 3710. Prerequisite: MBA 4111, MBA 4112, or permission of instructor.

STAT 4780 Dsgn & Analysis Exp & Survey (4 Credits)

STAT 4783 Forecasting-Financial Envirn (4 Credits)
Cross listed with FIN 3610, STAT 3620.

STAT 4793 Sem: Statistical Methods (1-5 Credits)

STAT 4794 Sem: Operations Research (1-5 Credits)

STAT 4795 Grad Research Sem-Statistics (1-5 Credits)

STAT 4800 Dsgn & Analysis Exp & Survey (4 Credits)
Designing experiments, analysis of results of experiments, nonparametric and parametric tests, randomization, factorial and nonfactorial designs, Latin squares, survey methodology, survey techniques for field investigations. Prerequisite: MBA 4111, MBA 4112, or permission of instructor.

STAT 4810 Nonparametric Statistics (4 Credits)
Statistical procedures applicable in many situations where standard normal theory methods are not. Especially useful when data are of categorical or rank type or when sampled population is excessively skewed. Emphasis will be on applications, making use of the laws of probability. Cross listed with STAT 3110. Prerequisite: MBA 4111, MBA 4112, or permission of instructor.

STAT 4830 Stats-Econ & Bus Forecasting (4 Credits)
Methods to explain, discover, and predict business and economic forces, bases for evaluating such methods. Prerequisite: STAT 4100 or equivalent. Cross-listed with FIN 4620.

STAT 4840 Decision Sciences (4 Credits)
Decision-making techniques, processes, and support systems; basic decision models dealing with certainty, uncertainty, and static and dynamic time frames; emphasis on viewing all decision problems from perspective of a generalized decision-making structure; introduction to computerized decision support systems. Prerequisites: MBA 4111, MBA 4112, or permission of instructor.

STAT 4850 Operations Research I (4 Credits)
Linear programming, including transportation, warehousing, assignment models, and sensitivity analysis, integer programming and game theory. Permission of instructor required.

STAT 4860 Operations Research II (4 Credits)
Non-linear models and optimization, Kuhn Tucker conditions, quadratic and dynamic programming, inventory and queuing models, simulation. Permission of instructor required.

STAT 4870 Advanced Statistics (4 Credits)
Discrete and continuous probability distributions, sampling distributions, estimation methods, moment generating functions, analysis of variance, test of reliability, and significance by parametric and non-parametric methods. Prerequisites: MBA 4111, MBA 4112, or permission of instructor.

STAT 4930 Sem: Statistical Methods (1-5 Credits)

STAT 4940 Sem: Operations Research (1-5 Credits)

STAT 4950 Grad Research Sem-Statistics (1-5 Credits)

STAT 4960 Intern/Case Study: Statistics (1-5 Credits)

STAT 4970 Intern/Case Study: Ops Res (1-10 Credits)
STAT 4980 Intern/Case Study: Statistics (1-4 Credits)  
Hours and times arranged by student.

STAT 4981 Intern/Case Study: Ops Res (4 Credits)

STAT 4991 Independent Study (1-4 Credits)  
Individual research and report. Hours and times arranged by student.

STAT 4992 Directed Study (1-10 Credits)

STAT 4995 Independent Research (1-10 Credits)

Finance

Office: Daniels College of Business, Rooms 555-579  
Mail Code: Daniels College of Business, Rooms 555-579, 2101 S. University Blvd., Denver, CO 80208  
Phone: 303-871-3322  
Web Site: http://daniels.du.edu/faculty-research/reiman-school-of-finance/

Master of Science in Finance

The Master of Science in Finance from the Daniels College of Business combines the in-depth study of finance theories and principles with advanced technologies, communication, teamwork and values—challenging students to think, not memorize. Students come away with the broad understanding needed to unravel complexity and solve problems while making an impact anywhere in the world of finance.

Master of science in Finance

Admissions Requirements

• Application fee $100 non-refundable
• GMAT or GRE Scores required. Applicants who wish to be considered for merit-based scholarships or graduate assistantships must take the GMAT. To have your GMAT or GRE scores reported to Daniels, please use the following codes: GMAT code MZR-GT-43 and the GRE code is 4842.
• Official Transcripts: Submit one official transcript from each higher educational institution you attended in officially sealed envelopes.
• Submit a resume that focuses on your unique strengths and accomplishments.
• Two letters of recommendation are required from individuals (non-relatives) who can evaluate your academic and/or work performance as well as your potential for success in graduate school.
• Two required and one optional essay. Essays are assessed for clarity, organization, conciseness and grammar. Through the essays, you can communicate what you hope to achieve at Daniels and how you will contribute to the Daniels community.
• Admissions Interview: Applicants are contacted by a Daniels representative to schedule the admissions interview, which will be conducted in person, by phone, or via web cam.
• Tuition Deposit: If accepted into the program, a $500 deposit is due to reserve your seat. This deposit is non-refundable and is credited toward your first tuition payment.

Master of Science in Finance with a concentration in Corporate Finance

Admissions Requirements

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Master of Science in Finance with a concentration in Investments

Admissions Requirements

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Master of Science in Finance

Core coursework requirements

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<td>FIN 4860</td>
<td>Derivatives</td>
<td>4</td>
</tr>
<tr>
<td>FIN 4170</td>
<td>Quantitative Methods in Finance</td>
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Students can take either FIN 4740 or FIN 4750

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Elective requirements

Corporate Finance Courses

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Investment Courses

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<td>Topics - Int'l Monetary Economics &amp; Finance</td>
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<tr>
<td>FIN 4740</td>
<td>Managerial Microeconomics (2 credits)</td>
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<td>FIN 4750</td>
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<td>FIN 4980</td>
<td>Finance Internship (varies)</td>
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<td>Independent Study (varies)</td>
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**Concentration requirements**

Consult with Finance Faculty Advisor

**Total Credits** 62

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**Master of Science in Finance with a Concentration in Corporate Finance**

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**Elective requirements**

Corporate Finance Courses 16 credits required in 4000 level FIN courses, including:

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FIN 4701  Topics in Finance (varies)
FIN 4740  Managerial Microeconomics (2 credits)
FIN 4750  Managerial Macroeconomics (2 credits)
FIN 4800  Organized Walk Down Wall St
FIN 4980  Finance Internship (varies)
FIN 4991  Independent Study (varies)

**Concentration requirements**
Consult with Finance Faculty Advisor

**Total Credits** 62

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**Master of Science in Finance with a Concentration in Investments**

**Core coursework requirements**
Total Core requirements: 46

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**Elective requirements**
Corporate Finance Courses
16 credits required in 4000 level FIN courses, including: 16

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Topics - Int'l Monetary Economics & Finance

Topics - Finance Capitals (Travel Course)

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FIN 4980 Finance Internship (varies)
FIN 4991 Independent Study (varies)

Concentration requirements
Consult with Finance Faculty Advisor

Total Credits 62

Courses

FIN 4110 Ethics in Finance (4 Credits)
This second course in the Compass is specifically designed for the Master of Science Finance (MSF) curriculum and focuses on the ethical, professional, social, and legal responsibilities of finance professionals, organizations and markets. Financial institutions are facing a crisis of confidence. Trust is an essential ingredient to maintaining efficient and effective financial markets. The finance industry has acquired a reputation for unethical and unsavory activity and has lost the trust of much of society. Many financial professionals believe they are encouraged and rewarded for engaging in unethical activity. We discuss the ethical issues facing financial institutions and professionals and explore solutions for resolving these issues and restoring trust.

FIN 4120 Quantitative Methods in Stock Selection (4 Credits)
This course introduces quantitative methods and techniques applied to alpha generation in stock selection. It enables students to better understand and conceptualize the entire quantitative investment process in the context of a simulated long/short equity portfolio. The student learns to set investment objectives, test investment hypotheses, define security selection criteria and construct portfolios using quantitative techniques. This is a practical class held in a lab environment using financial industry tools and data with a strong emphasis on student participation. Students have to define and defend a quantitative investment strategy and implement it in a simulated portfolio environment.

FIN 4130 Financial Risk Management Strategies (4 Credits)
This course applies risk management, quantitative approaches and investment theoretical models to derivatives markets. It examines the proven risk management and revenue enhancement strategies in derivatives and equity markets, creates innovated derivatives investment styles, validates quantitative strategies in options markets, and implements investment models. This course is to offer advanced graduates in finance a well-rounded exposure to the theory and practice of risk management and derivatives investment strategies. It focuses on four aspects: (1) essential risk management theories regarding asset pricing, portfolio construction, and financial statistics; (2) the approaches to develop risk management and derivatives investment strategies based on the fundamental analysis, statistical analysis, and behavioral finance; (3) the rigorous test of various options investment strategies; and (4) the implementation of risk management and investment strategies based on The Reiman Fund. Prerequisites: FIN 4860 or instructor permission.

FIN 4140 Enterprise Risk Management (4 Credits)
This course introduces the fundamentals of enterprise risk management (ERM). The purpose of this course is to give students an overview of the current approaches used to identify, evaluate and monitor the key risks that an organization faces. Students learn that there are numerous approaches that organizations take in addressing ERM. Over the course of the quarter, a number of outside ERM experts address the class on various aspects of ERM. Students then apply newly gained ERM knowledge to a mock risk assessment developed from a real-life corporate scenario from Newmont Mining Corporation.

FIN 4150 Advanced Business Valuation (4 Credits)
The objective of this course is to present advanced valuation techniques to deepen students’ understanding and enhance their knowledge of valuation theory and practical application. Prerequisite: FIN 4410.

FIN 4160 Treasury Management (4 Credits)
The objective of the course is to provide students with a comprehensive understanding of how various treasury functions are managed in a corporation and build students’ capabilities to assume the role of a proficient treasury manager. Prerequisite: FIN 4430.

FIN 4170 Quantitative Methods in Finance (4 Credits)
This course introduces students to the mathematical and statistical methods needed in order to succeed in the quantitative discipline of modern finance. Topics include differential calculus, optimization techniques, linear algebra, probability, and statistical methods. Data analysis software is used when appropriate to facilitate the analysis. Emphasis is on applications, analytic reasoning, and proper interpretation of results.

FIN 4200 Financial Investments and Markets (4 Credits)
Introduction to financial markets, securities, instruments, and other factors that determine the financial environment. Prerequisites: FIN 4630 and STAT 4610.

FIN 4320 Security Analysis and Valuation (4 Credits)
Examination of statistical and theoretical foundation for determination of market prices and market returns. Includes theoretical implications for investment management of options, futures, stocks and bonds. Prerequisite: FIN 4200.

FIN 4330 Portfolio Management (4 Credits)
Case and project approach to foundation of investment portfolio management. Prerequisite: FIN 4200.
FIN 4410 Financial Planning & Analysis (4 Credits)
Advanced course in financial planning and decision-making focusing on capital structure, working capital management, long-range and short-term financial planning, and mergers. Prerequisite: MBA 4112.

FIN 4420 Capital Expenditure Analysis (4 Credits)
Advanced course in capital budgeting examining capital allocation processes and procedures and the theory and applied techniques of capital spending and divestment under conditions of certainty and uncertainty. Related issues of cost of capital and leasing also included. Prerequisite: FIN 4630.

FIN 4500 Financial Modeling (4 Credits)
Use of erect functions and macros to construct financial models from corporate finance, investments and financial markets. Prerequisites: MBA 4112 and FIN 4200.

FIN 4610 Multinational Financial Management (4 Credits)
Financial analysis of multinational corporation operating in international markets, including exchange rates, international instruments, markets, institutions and futures. Prerequisite: MBA 4112.

FIN 4620 Financial Forecasting (4 Credits)

FIN 4630 Managerial Finance (4 Credits)
Analytical skills and tools of finances; theoretical concepts and practical applications. Topics include ratio analysis, breakeven analysis and leverage, securities valuation, capital budgeting, financial forecasting, and working capital management.

FIN 4700 Topics in Finance (4 Credits)
Topics vary each quarter. Course may be taken more than once if topics are different.

FIN 4701 Topics in Finance (1-10 Credits)
Topics vary. For new/experimental courses taught within the Reiman School of Finance.

FIN 4710 Marsico Investment Fund I (4 Credits)
A securities analysis and portfolio management practicum in which students manage a University endowment gift donated by Tom and Cydney Marsico. Prerequisite: Permission of instructor. (First part of two-quarter course.).

FIN 4720 Marsico Investment Fund II (4 Credits)
A securities analysis and portfolio management practicum in which students manage a University endowment gift donated by Tom and Cydney Marsico. Prerequisite: FIN 4710. (Second part of two-quarter course.).

FIN 4730 Marsico Investment Fund III (4 Credits)
This course is an elective course that is the third in the series of classes involving the Graduate investment fund class: Marsico Investment Fund I & II. This course allows students to apply the investment, security analysis, and portfolio management tools and techniques that they have learned in their Finance classes. The students manage an actual portfolio, a portion of the University's endowment originally gifted by Tom and Cydney Marsico. The selection of students for this class is competitive. Students must agree to participate for 2 consecutive quarters, and they must be willing to address portfolio issues during the between-quarter periods if necessary. Because the course involves the application of tools and concepts learned in other classes, the best time to take the course is in the last year of a student's program. Prerequisites: FIN 4710 and FIN 4720.

FIN 4740 Managerial Microeconomics (2 Credits)
This course combines the standard tools of microeconomic analysis with a well-rounded appreciation of the important perspectives that form the business environment in the contemporary world. The goal is to provide students with the tools from microeconomics, game theory, and industrial organization that they need to make sound managerial decisions. The course uses case studies to develop practical insights into managing the firm's resources to achieve competitive advantage. The course is divided into two principle modules based on market structure: perfect competition and imperfect competition. Both modules cover optimal behavior and strategies.

FIN 4750 Managerial Macroeconomics (2 Credits)
This course covers the theory and practice of modern macroeconomics. It teaches students how private market forces and government policy decisions drive fluctuations in the global economy and affect the business environment. It explores issues related to inflation, interest rates, foreign exchange rate, business cycles, and monetary and fiscal policies. The course uses case studies to analyze real-life macroeconomic issues, and students are encouraged to investigate the potential and limitations of macroeconomic theory with real-world problems. The course is divided into two principle modules: the economy in the long run, and the economy in the short run. Both modules cover impacts of government policies on the business environment in a closed economy and an open economy.

FIN 4800 Organized Walk Down Wall St (4 Credits)
Participants will spend five days in New York visiting exchanges, brokerage firms, investment bankers, commercial banks and other institutions. Prerequisite: MBA 4112.

FIN 4830 Econometrics for Finance (4 Credits)
This course focuses on econometric and statistical modeling with an emphasis on finance applications. Prerequisite: STAT 4610.
FIN 4860 Derivatives (4 Credits)
This course provides a theoretical foundation for the pricing of contingent claims and for designing risk-management strategies. It discusses more advanced material in financial derivatives and is intended for students who have a quantitative background and are interested in enhancing their knowledge of the way in which derivatives can be analyzed. This course covers option pricing models, hedging techniques, and trading strategies. It also includes portfolio insurance, value-at-risk measure, multistep binomial trees to value American options, interest rate options, and other exotic options. Prerequisite: FIN 4200.

FIN 4870 Strategic Finance (4 Credits)
Addresses theory, concepts, and techniques associated with asset management and creation of value from a strategic orientation. Links financial theory and practice to strategic and operational objectives of the firm, prepares student to incorporate risk and uncertainty into analytical decision-making process and to analyze divestiture, restructuring, and liquidation decisions. Prerequisites: MS/Finance students only and FIN 4840.

FIN 4885 External Financing (4 Credits)
Considers the blend of theory and practice with regard to designing the appropriate capital structure of the firm as well as appropriate use of securities and process for raising capital in different financial markets. Prerequisites: MS/Finance students only and FIN 4840.

FIN 4890 Fixed Income Analysis (4 Credits)
Emphasizes valuation and management of fixed income securities in prevailing environment of complex and innovative financial arrangements. Study of the nature of evolving markets, both domestically and internationally. Prerequisites: MS/Finance students only and FIN 4820.

FIN 4980 Finance Internship (1-10 Credits)
Permission of instructor required. Hours and times arranged by student.

FIN 4991 Independent Study (1-10 Credits)
Individual study and report. Hours and times arranged by student.

FIN 4992 Directed Study (1-4 Credits)

Management
Office: Daniels College of Business, Suite 455
Mail Code: 8941
Phone: 303-871-2489
Email: jenna.schmidt@du.edu
Web Site: http://daniels.du.edu/faculty-research/management/

Master of Science in Management with a concentration in Customized Management
The Master of Science in Management program allows you to tailor a management-related concentration to suit your passion—whether that’s entrepreneurship, nonprofit management, human resource management or business strategy and consulting. It combines a solid foundation in business fundamentals with high-level coursework devoted to your selected career specialization.

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

Master of Science in Management with a concentration in Customized Management
Admissions Requirements

- Application fee $100 non-refundable
- GMAT or GRE Scores required. Applicants who wish to be considered for merit-based scholarships or graduate assistantships must take the GMAT. To have your GMAT or GRE scores reported to Daniels, please use the following codes: GMAT code MZR-GT-43 and the GRE code is 4842.
- Official Transcripts: Submit one official transcript from each higher educational institution you attended in officially sealed envelopes.
- Submit a resume that focuses on your unique strengths and accomplishments.
- Two letters of recommendation are required from individuals (non-relatives) who can evaluate your academic and/or work performance as well as your potential for success in graduate school.
- Two required and one optional essay. Essays are assessed for clarity, organization, conciseness and grammar. Through the essays, you can communicate what you hope to achieve at Daniels and how you will contribute to the Daniels community.
- Admissions Interview: Applicants are contacted by a Daniels representative to schedule the admissions interview, which will be conducted in person, by phone, or via web cam.
- Tuition Deposit: If accepted into the program, a $500 deposit is due to reserve your seat. This deposit is non-refundable and is credited toward your first tuition payment.
Master of Science in Management with a Concentration in Customized Management

Degree Requirements

Coursework Requirements

Core coursework requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
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<tr>
<td>BUS 4620</td>
<td>Ethics for the 21st Century Professional</td>
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Select 12 credits in Business Core courses from the following:

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ACTG 4610</td>
<td>Financial Accounting and Reporting</td>
</tr>
<tr>
<td>ACTG 4660</td>
<td>Strategic Cost Management</td>
</tr>
<tr>
<td>STAT 4610</td>
<td>Business Statistics</td>
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<td>FIN 4630</td>
<td>Managerial Finance</td>
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<td>ITEC 4610</td>
<td>IT Strategy</td>
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<tr>
<td>MBA 4610</td>
<td>Law and Public Policy</td>
</tr>
<tr>
<td>MBA 4690</td>
<td>Enterprise Solutions</td>
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<tr>
<td>MKTG 4100</td>
<td>Marketing Concepts</td>
</tr>
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</table>

Select 8 credits in Management Core courses from the following:

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MGMT 4620</td>
<td>Organizational Dynamics</td>
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<tr>
<td>MGMT 4630</td>
<td>Strategic Human Resources Management</td>
</tr>
<tr>
<td>MGMT 4690</td>
<td>Strategic Management</td>
</tr>
<tr>
<td>MGMT 4XXX</td>
<td>(MGMT Elective)</td>
</tr>
</tbody>
</table>

Concentration requirements

26 credits in Management Faculty Advisor approved concentration courses. Concentrations include Business Strategy and Consulting, Entrepreneurship, Human Resources Management, and Public and Nonprofit Management.

Total Credits: 54

Courses

MGMT 4240 Global Business Imperative (4 Credits)
Conducting business outside the United States involves a unique set of challenges. Diverse cultures, laws, languages and currencies add to the complexity of putting together and managing international business ventures. This course will help you to prepare for these activities by exploring ten questions, which focus critical aspects of international business. The primary vehicle for accomplishing this will be class discussions built around presentations by the instructors as well as cases and exercises dealing with a range of issues, countries, and industries.

MGMT 4280 Business Design (4 Credits)
Each student learns an organized approach to rapid design of a business with a sustainable competitive advantage based upon innovation(s) to the business model. That innovation(s) is discovered through an investigation of the existing business models and the competitive landscape including: suppliers, customers, competitors, substitutes and barriers of entry. Specific opportunities are identified through investigation of the following: industry, market, and competition. Opportunities to create competitive advantages are investigated through the design of strategies in: marketing, sales, operations, human capital, social responsibility, financing, corporate governance and technology. The course offers a workshop atmosphere in which students are expected to apply and discuss the various aspects of business planning. The result is a written business plan and presentation to funding sources reflecting a sustainable competitive advantage and creation of a defensible market.

MGMT 4340 Strategic Human Resource Mgmt (4 Credits)
This course focuses on the effective management of human resources in order to create sustained competitive advantage. The course covers the major policy areas of employee influence mechanisms, staffing, training and development, performance appraisal, reward systems, and work design so that students are better prepared to provide direction to the creation and implementation of effective management systems. Prerequisite: MGMT 3900 or permission of instructor.

MGMT 4345 Performance & Rewards System (4 Credits)
Measuring and improving human performance, techniques of individual objective settings including MBO, appraisal and feedback systems, creating and managing compensation programs, job design, analysis and redesign of reward systems in various organizational contexts. Prerequisite: MBA 4121 or equivalent.

MGMT 4490 Global Strategy (4 Credits)
Management of multinational enterprises; identification, analysis, and discussion of key policy issues for the international manager within various functional areas; home and host country relationships including assessment of political risk, selection of foreign locations, entry and ownership strategy, personnel and staffing considerations, technology transfer, multinational labor relations, organizing for international operations. Prerequisite: Should be taken in the last possible quarter before graduation and after completion of all advanced requirements and ITEC 3900, MGMT 3900, MKTG 3900, STAT 3910, and FIN 4610.
MGMT 4503 Comparative Management (2 Credits)
Exploration of similarities and dissimilarities of management practices in various cultures, determination of political, economic and cultural factors primarily affecting management theory and practice, transferability of certain management practices to other cultures. Introduction to basic assumptions and approaches of comparative research methodology. Prerequisite: MBA 4121.

MGMT 4515 Introduction to Sport and Entertainment Management (4 Credits)
The purpose of this course is to provide students with a very broad but significant exposure to the business of sports, which represents a global, multi-billion dollar industry. By critically analyzing numerous facets within this business from the perspective of a manager, student come away with knowledge that is wide enough but deep enough to foster a solid understanding of this dynamic and exciting industry. At the same time, this course provides students with specific and valuable insights that foster and stimulate deeper interest in a particular aspect within this industry through subsequent and additional coursework, independent study, and/or internship opportunities.

MGMT 4520 Managing Sport & Entertainment Contracts (4 Credits)
This is a comprehensive and interactive seminar on managing sports and entertainment contracts. The class covers intellectual property; the role of entertainment and sports managers and agents; general contract principles and theory; contract negotiation; management and operating agreements; and sponsorship, endorsement, and licensing agreements.

MGMT 4525 Facility Management (4 Credits)
What is a Public Assembly Facility? Public assembly facilities such as arenas, stadiums, convention centers, and theatres evolved out of the need by social communities to build permanent structures for public assembly, for political and commercial activities, religion, sports, spectacles, artistic expression and for commercial and educational assemblies. This course examines the specific areas of responsibility that one must acknowledge and understand to operate a successful venue of this type. We discuss the core competencies required and the unique areas of concentration that separate a public assembly facility from other venue types. Students realize the significant impact and benefit that facilities like these have on the social, educational and economic environment of communities.

MGMT 4530 Technologies for Sport & Entertainment Management (2 Credits)
This is a specialized course for the MBA student interested in expanding their knowledge of the sports industry as a business and as a world economic force. It provides students with a framework for understanding the scope of the sports business across various venues, as it relates to information technology. Management Sport Technology focuses on understanding the practical uses of computer applications as a tool in sport management activities. Emphasis is placed on demonstrated proficiency in project management, spreadsheet management, database management, and Web page development.

MGMT 4535 Managing Sponsorships for Sport & Entertainment Events (2 Credits)
The purpose of this course is to give students an understanding of sports sponsorship from the perspective of the corporate sponsor and the sports entity. The course identifies and describes the several media distribution channels that are used in corporate sports sponsorship. In addition, students learn how to use sports media distribution properties to create an effective sports marketing plan for corporate sponsors. Students put together a corporate sports marketing plan with a sample sports team.

MGMT 4540 Advanced Seminar in Sports and Entertainment Management (4 Credits)
The purpose of this seminar is to consider current topics in sport and entertainment management. Topics vary by quarter depending on timeliness of topics and interest of students. Potential topics may include public policy questions; ethical issues; current economic impacts and analysis; sport and entertainment management factors and how the various segments (professional, amateur, collegiate, high school, recreational and others) relate; environmental impacts; global issues and other issues that impact the current and future fields of sport and entertainment management.

MGMT 4620 Organizational Dynamics (4 Credits)
In this course, you will: (1) understand and develop a set of management and leadership skills critical for effectiveness in high performance work environments; (2) develop the ability to analyze organizations and environments from multiple perspectives; (3) explore policies and practices for facilitating organizational change; (4) become a valued and effective member of a work team; and (5) learn how to incorporate effective communication, critical thinking, creative problem solving, and technology, into organizational behaviors and processes.

MGMT 4625 Managing Human Capital (6 Credits)
This course focuses on the effective management of people, every organization’s most critical resource. Employees’ knowledge, skills, commitment, creativity, and effort are the basis for sustained competitive advantage. It is people who deal directly with customers, have creative ideas for new products or for process improvements, who devise marketing strategy or take technologies to the next level. In this course, the class approaches the people side of business from a general management perspective, integrating concepts from organizational behavior, human resource management, strategy, and organizational design. Course topics include motivation, reward systems, engagement; feedback; processes by which work is done and decisions are made, including attention to teams, power dynamics, conflict, and negotiations; the structure of the organization and its systems, including job and organizational design and system and policies affecting human capital; the organization’s culture and history; and the external environment within which the organization operates, including legal, regulatory, demographic, economic and national cultural factors.

MGMT 4630 Strategic Human Resources Management (4 Credits)
This course advances the argument that effective human resource policies will create sustained competitive advantage. To that end, this course will address the effective management of human resources in various policy areas: staffing, diversity, training and development, voice and influence, performance appraisal, and reward systems. Rather than taking a traditional, staff personnel perspective, we will discuss human resource management from the strategic perspective of a general manager. Prerequisite: MGMT 4620.
MGMT 4690 Strategic Management (4 Credits)
This course builds from the premise that managers make decisions that influence the overall success of their organizations. We will concentrate on how top managers create and maximize value for their stakeholders. You will learn about how companies compete against each other in the quest of achieving high performance and market victories. You will learn about how and why some companies are successful while others are not. This course is about strategy. The primary task of strategy is the allocation and commitment of critical resources over relatively long periods of time in pursuit of specific goals and objectives. Strategic decisions take account of the conditions that prevail within the industry environment, both positive and negative, and the resources and capabilities available to managers for meeting environmental challenges. Strategy also requires establishing and managing an internal organizational system that creates and sustains strategic value.

MGMT 4700 Stress Management (1-4 Credits)

MGMT 4710 Sustaining Family Enterprises (4 Credits)
Family enterprises have a tremendous impact on our local, national and global economies. Today, the definition of the family enterprise extends beyond just the business entity. It includes family offices, family “banks,” family councils, trusts, and family foundations, just to name a few. Further, what happens in, and how decisions are made by, family enterprise affects not only the active family members but other key stakeholders such as inactive family members, in-laws, non-family managers and employees, professional advisors, customers, suppliers and competitors. This course gives students insight into the universe of possibilities that families, enterprises and their advisors face when engaged in systemic transition planning. This highly interdisciplinary course is appropriate for anyone who intends to work in or with family enterprises. This includes family members, accountants, attorneys, estate planners, financial or wealth managers, family office professionals, insurance consultants, business advisors, management consultants, organizational and leadership development experts, international business professionals, psychologists, social workers, and family therapists.

MGMT 4790 Managing Strategic Alliances (4 Credits)
The purpose of this course is to examine and expand upon the current understanding of the challenges of developing and managing strategic alliances. Reflecting the breadth of the novel features of the structure, the course draws from both strategic management and organizational behavioral disciplines. To order the discussion, we take a process view in addressing why and then how to use a strategic alliance. We initially focus on when to use an alliance. We then turn to the formation of an alliance - examining how to select a partner, which structure to choose and how to negotiate. Following, we discuss post-formation issues of partner relationships, management of the alliance, performance evaluation and alliance termination. We conclude the course with sessions devoted towards managing a portfolio of alliances and network management in general.

MGMT 4980 Graduate Internship in Mgmt (1-10 Credits)
Hours and times arranged by student.

MGMT 4991 Independent Study (1-10 Credits)
Individual research and report. Hours and times arranged by student.

MGMT 4992 Directed Study (1-4 Credits)

MGMT 4995 Independent Research (1-10 Credits)

Marketing
Office: Daniels College of Business, Room 480, 2101 S. University Blvd., Denver, CO 80208
Phone: 303-871-3317
Web Site: http://daniels.du.edu/faculty-research/marketing/

Master of Science in Marketing
The Daniels Master of Science in Marketing program is a 54-credit degree that combines the in-depth study of marketing practices and principles with values-based leadership and ethical decision making. Your studies span the theoretical to the real world—from an independent study research project of your choosing to client projects that will test your marketing mettle. You'll be immersed in real-time scenarios that let you dive deep into what interests you most and stay ahead of the curve in this rapidly changing industry.

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

Master of Science in Marketing with a Concentration in Integrated Marketing Communication
The integrated marketing communication concentration examines the many ways in which promotion can increase brand awareness and loyalty. The courses you will take include integrated marketing communication, brand management, and IMC Campaign. We also have a full suite of digital marketing courses, helping you to use mobile, social, and digital branding effectively. The search engine marketing course will equip you to take several digital certifications. You will solve client problems in many of our courses, presenting the results of your work to the client at the end of the quarter.
Master of Science in Marketing with a Concentration in Integrated Marketing strategy

The integrated marketing strategy concentration takes the "big picture" look at strategic marketing, including such classes as international marketing, pricing strategy, global supply chain management, product and services innovation, integrated marketing communication, marketing planning, and advanced marketing strategy. Depending on your aspirations, this concentration can be customized to help you reach your professional goals.

Master of Science in Marketing

- Application fee $100 non-refundable
- GMAT or GRE Scores required. Applicants who wish to be considered for merit-based scholarships or graduate assistantships must take the GMAT. To have your GMAT or GRE scores reported to Daniels, please use the following codes: GMAT code MZR-GT-43 and the GRE code is 4842.
- Official Transcripts: Submit one official transcript from each higher educational institution you attended in officially sealed envelopes.
- Submit a resume that focuses on your unique strengths and accomplishments.
- Two letters of recommendation are required from individuals (non-relatives) who can evaluate your academic and/or work performance as well as your potential for success in graduate school.
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Master of Science in Marketing with a concentration in Integrated Marketing CommUnication

- Application fee $100 non-refundable
- GMAT or GRE Scores required. Applicants who wish to be considered for merit-based scholarships or graduate assistantships must take the GMAT. To have your GMAT or GRE scores reported to Daniels, please use the following codes: GMAT code MZR-GT-43 and the GRE code is 4842.
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- Two required and one optional essay. Essays are assessed for clarity, organization, conciseness and grammar. Through the essays, you can communicate what you hope to achieve at Daniels and how you will contribute to the Daniels community.
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- Tuition Deposit: If accepted into the program, a $500 deposit is due to reserve your seat. This deposit is non-refundable and is credited toward your first tuition payment.

Master of Science in Marketing with a concentration in Integrated Marketing Strategy

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Master of Science in Marketing

Core coursework requirements

BUS 4610  The Essence of Enterprise
### Master of Science in Marketing with a Concentration in Integrated Marketing Communication

#### Core coursework requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
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<tr>
<td>BUS 4620</td>
<td>Ethics for the 21st Century Professional</td>
<td>4</td>
</tr>
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<td>MKTG 4100</td>
<td>Marketing Concepts</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 4510</td>
<td>Concepts of Buyer Behavior</td>
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<td>MKTG 4520</td>
<td>Measuring Marketing Plans and Strategies</td>
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<td>MKTG 4530</td>
<td>Marketing Research</td>
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<td>MKTG 4900</td>
<td>Advanced Marketing Strategy</td>
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<tr>
<td>MKTG 4550</td>
<td>Marketing Planning</td>
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#### Concentration requirements

Consult with Marketing Faculty Advisor.

#### Elective requirements

26 credits required (including concentration courses). Courses include:

<table>
<thead>
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<td>MKTG 4540</td>
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<tr>
<td>MKTG 4560</td>
<td>Pricing Strategy</td>
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<tr>
<td>MKTG 4370</td>
<td>Marketing Channels &amp; Logistics</td>
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<td>MKTG 4220</td>
<td>Customer Experience Management</td>
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<td>MKTG 4810</td>
<td>Integrated Marketing Communication</td>
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<td>MKTG 4820</td>
<td>Brand Management</td>
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<td>MKTG 4850</td>
<td>Integrated Marketing Communication Campaign</td>
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<td>MKTG 4240</td>
<td>Customer Experience Management Integration</td>
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<tr>
<td>MKTG 4800</td>
<td>Global Integrated Marketing Communication</td>
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<tr>
<td>MKTG 4805</td>
<td>Introduction to Digital Marketing</td>
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<td>MKTG 4815</td>
<td>Social Media Marketing</td>
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<td>MKTG 4825</td>
<td>Mobile Marketing</td>
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<td>MKTG 4835</td>
<td>Search Engine Marketing</td>
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<td>MKTG 4240</td>
<td>Customer Experience Management Integration</td>
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<td>Brand Management</td>
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<td>MKTG 4850</td>
<td>Integrated Marketing Communication Campaign</td>
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<td>MKTG 4360</td>
<td>Global Transportation Systems</td>
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<td>MKTG 4375</td>
<td>Strategic Sourcing</td>
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<td>MKTG 4380</td>
<td>Supply Chain Management</td>
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<td>MKTG 4660</td>
<td>Sports &amp; Entertainment Marketing</td>
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<td>International Marketing</td>
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<td>MKTG 4991</td>
<td>Independent Study (varies)</td>
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<tr>
<td>MKTG 4980</td>
<td>Marketing Internship (varies)</td>
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Total Credits: 58
## Concentration requirements
Consult with Marketing Faculty Advisor

## Elective requirements
26 credits required (including concentration courses). Courses include:

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<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MKTG 4540</td>
<td>Product and Service Innovation</td>
</tr>
<tr>
<td>MKTG 4560</td>
<td>Pricing Strategy</td>
</tr>
<tr>
<td>MKTG 4370</td>
<td>Marketing Channels &amp; Logistics</td>
</tr>
<tr>
<td>MKTG 4220</td>
<td>Customer Experience Management</td>
</tr>
<tr>
<td>MKTG 4810</td>
<td>Integrated Marketing Communication</td>
</tr>
</tbody>
</table>

### Integrated Marketing Communication (IMC) Courses
- MKTG 4820: Brand Management
- MKTG 4850: Integrated Marketing Communication Campaign
- MKTG 4840: Customer Experience Management Integration
- MKTG 4800: Global Integrated Marketing Communication
- MKTG 4805: Introduction to Digital Marketing
- MKTG 4815: Social Media Marketing
- MKTG 4825: Mobile Marketing
- MKTG 4835: Search Engine Marketing

### Customer Experience Management (CEM) Courses
- MKTG 4240: Customer Experience Management Integration
- MKTG 4820: Brand Management
- MKTG 4850: Integrated Marketing Communication Campaign

### Supply Chain Management (SCM) Courses
- MKTG 4360: Global Transportation Systems
- MKTG 4375: Strategic Sourcing
- MKTG 4380: Supply Chain Management

### Additional Courses
- MKTG 4660: Sports & Entertainment Marketing
- MKTG 4630: International Marketing
- MKTG 4991: Independent Study (varies)
- MKTG 4980: Marketing Internship (varies)

## Total Credits
54

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### Master of Science in Marketing with a Concentration in Integrated Marketing Strategy

#### Core coursework requirements

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
</tr>
<tr>
<td>BUS 4620</td>
<td>Ethics for the 21st Century Professional</td>
</tr>
<tr>
<td>MKTG 4100</td>
<td>Marketing Concepts</td>
</tr>
<tr>
<td>MKTG 4510</td>
<td>Concepts of Buyer Behavior</td>
</tr>
<tr>
<td>MKTG 4520</td>
<td>Measuring Marketing Plans and Strategies</td>
</tr>
<tr>
<td>MKTG 4530</td>
<td>Marketing Research</td>
</tr>
</tbody>
</table>

Select one of the following:

- MKTG 4900: Advanced Marketing Strategy
- MKTG 4550: Marketing Planning

### Concentration requirements
Consult with Marketing Faculty Advisor

### Elective requirements
26 credits required (including concentration courses). Courses include:

Strongly Recommended
MKTG 4540  Product and Service Innovation
MKTG 4560  Pricing Strategy
MKTG 4370  Marketing Channels & Logistics
MKTG 4220  Customer Experience Management
MKTG 4810  Integrated Marketing Communication

Integrated Marketing Communication (IMC) Courses
MKTG 4820  Brand Management
MKTG 4850  Integrated Marketing Communication Campaign
MKTG 4240  Customer Experience Management Integration
MKTG 4800  Global Integrated Marketing Communication
MKTG 4805  Introduction to Digital Marketing
MKTG 4815  Social Media Marketing
MKTG 4825  Mobile Marketing
MKTG 4835  Search Engine Marketing

Customer Experience Management (CEM) Courses
MKTG 4240  Customer Experience Management Integration
MKTG 4820  Brand Management
MKTG 4850  Integrated Marketing Communication Campaign

Supply Chain Management (SCM) Courses
MKTG 4360  Global Transportation Systems
MKTG 4375  Strategic Sourcing
MKTG 4380  Supply Chain Management

Additional Courses
MKTG 4660  Sports & Entertainment Marketing
MKTG 4630  International Marketing
MKTG 4991  Independent Study (varies)
MKTG 4980  Marketing Internship (varies)

Total Credits 54

Courses

MKTG 4100  Marketing Concepts (4 Credits)
Ever wonder what’s behind those Super Bowl ads we love to watch? Or, how Apple decides the price of its newest electronic wonder? Did you notice you can almost always find what you are looking for at the grocery store, whether it’s in season or out? How does that happen? This course provides students with a lens through which they may view the world as a consumer and as a marketer, relating marketing principles and models to consumer and business actions. The course investigates marketing strategy and tactics using contemporary examples from the headlines, active class discussion, and a marketing strategy simulation.

MKTG 4220  Customer Experience Management (4 Credits)
In their best-selling book, The Experience Economy, Pine and Gilmore set the stage for what today’s organizations are facing—customers that connect with brands on the basis of the experiences they receive: products and service are no longer a sufficient differentiator. This course takes the student beyond the ‘better product, better service’ approach to the cutting edge concepts of customer experience management (CEM). It provides an understanding of CEM, its best practices, and the tools for its implementation and evaluation. The course considers the challenges of creating and delivering customer experiences in a variety of settings—in-store operations, branded products, and web-based operations. One of the special features of this course is the use of live, case studies from a variety of companies. Among the companies recently represented by guest speakers are Charles Schwab, Comcast, Cox Communication, Starbucks, 24HR Fitness, Frontier Airlines, eBags, and others.

MKTG 4230  Financial Aspects of Customer Experience Management (4 Credits)
Successful customer experience management requires knowledge of the tools and techniques to assess the costs, benefits, and return on investment in customer relationships. This course shows students how to conceptualize, design, implement, and evaluate information and financial systems that support successful customer experience operations. A particular focus of this course is the determination of the optimal investment in customer experience, including insights from concepts such as lifetime value of customers. Prerequisite: MKTG 4220.
MKTG 4240 Customer Experience Management Integration (4 Credits)
A key component of every successful customer experience management (CEM) program is the ability to integrate CEM, marketing, financial, and information systems information, concepts, and processes into a successful operation for the customer and the company. This course provides the student with the tools to evaluate the success of customer experience management systems through conducting the CEM Audit. Students apply the CEM Audit to evaluate the level of company achievement of CEM goals and objectives. This course builds on the courses in the CEM and IMC programs (primarily MKTG 4810 and MKTG 4220) as well as other courses in marketing and business. In this sense, it is a capstone course, integrating the knowledge and experience acquired through other courses and your life and business experiences. Developing skills in assessment of an organization against CEM standards is the primary objective of this course. Cross listed with MKTG 4850. Prerequisite: MKTG 4220.

MKTG 4360 Global Transportation Systems (4 Credits)
Managing a global supply chain involves applying increased discipline to a process with many parts. The key parts of the supply chain over which a company has the least control are the transportation carriers that connect a company with its customers and suppliers in all parts of the world. Global Transportation Systems covers the various modes of transportation including ocean vessel, barge, railroads, truck and air freight. The course will touch on the operating characteristics, service, infrastructure, sustainability, ownership, finances, prices and each mode’s place in the global supply chain both across borders and domestically in several target countries including the U.S. In addition Global Transportation Systems will provide the student with an understanding of how public policy affects transportation infrastructure investment, security, cost and service around the world. The course provides a solid foundation for other supply chain courses. Cross listed with MKTG 3370. Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4370 Marketing Channels & Logistics (4 Credits)
Of the four Ps (product, price, promotion, and place), MKTG 4370 explores the “place” in a firm’s marketing efforts to gain sustainable competitive advantage. Marketing channels are the routes to market used to sell every product and service that consumers and business buyers purchase everywhere in the world. Logistics is the other half; delivering the right product at the right time to the right place in the right quantities to keep satisfied loyal customers, a crucial element in making the sale. In this course, students learn the design of marketing channels to deliver sustainable competitive advantage while building channel power and managing channel conflict. Sound strategic and tactical channels decisions are taught via an on-line computer simulation. Logistics design and execution includes best practices for demand management, order management, customer service, inventory strategy, transportation, and distribution, all of which are taught through lecture, hands-on exercises, and case studies of the world’s best supply chains. Cross listed with MKTG 3370. Prerequisites: MKTG 4100, MKTG 4610, or MKTG 3900.

MKTG 4375 Strategic Sourcing (4 Credits)
Current businesses face relentless pressure to provide additional value in an ever more competitive world. Globalization of world markets has reconfigured supply networks across the globe, causing increasing complexities and challenges in sourcing. In this course, the student learns about the strategic sourcing process, from the development of a sourcing strategy to establishing, managing, and optimizing the firm’s supply base. A framework for aligning corporate, business unit and functional department objectives with a sourcing strategy for each commodity purchased by the firm will be presented, along with spend analysis, portfolio analysis, and other best practices (supply base optimization, supplier scorecards, supplier development programs, reverse cost analysis, B2B Auctions, learning curves, value analysis, total cost of ownership, and gain sharing) for improving a firm’s cost and financial performance through improved supply chain performance. Cross listed with MTKG 3375. Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4380 Supply Chain Management (4 Credits)
Today’s economy of globally sourced manufacturing, developing markets, synchronized e-commerce, international trade lanes, and intertwined economies demand supply chains of global reach to bring goods and services from around the world to local stores or even the consumer’s front door. This course addresses the challenges and illustrates the tools required to build, maintain, and expand global supply chains. The course develops the ability to make sound strategic, tactical, and operational supply chain decisions via an on-line simulation tool, and superior supply chain design and performance is taught through in-depth case studies from the world’s top 25 supply chains. Students are able to connect improvements in supply chain design and performance to the financial performance of a firm. Cross listed with MKTG 3380. Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4510 Concepts of Buyer Behavior (4 Credits)
What makes consumers tick? This course draws on a variety of sources, including concepts and models from psychology, sociology, anthropology, and economics, to offer helpful frameworks for understanding why consumers buy what they buy. These concepts are applied to real-world situations to give students practice at making better product, promotion, pricing, and distribution decisions based on consumer insights. Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4520 Measuring Marketing Plans and Strategies (4 Credits)
There’s no escape; even marketing managers need to understand financials. This course is designed to introduce MS Marketing students to the principles of financial decision-making and the use of marketing metrics, including customer lifetime value (CLV). Students learn how to compute marketing ROI and how to make marketing decisions that enhance the bottom line. Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900, and MKTG 4545 or permission of the instructor.

MKTG 4530 Marketing Research (4 Credits)
Understanding consumers requires careful observation and thoughtful questions. Marketing research represents a methodology for getting the answers needed to be successful in business. This course introduces students to a broad array of marketing research tools, including focus groups, ethnographic studies, survey research, and experiments. Students will learn how and when to apply these tools, as well as how to interpret the results to make sound marketing decisions. Highly recommended students take statistics prior to taking this course. Prerequisites: MKTG, 4100, MKTG 4610 or MKTG 3900.
MKTG 4540 Product and Service Innovation (4 Credits)
Developing and introducing new products and services are the lifeblood for companies and a primary responsibility of product management. This course focuses on the timeframe beginning with identifying market opportunities for new products and services through to market launch, with particular attention paid to managing project and processes milestones from inception to introduction. The course addresses how marketing managers can overcome the poor success rates for most introductions and increase odds for achieving higher success rates more frequently. Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4545 Marketing Planning Foundations (2 Credits)
Prerequisite: MKTG 4100.

MKTG 4550 Marketing Planning (4 Credits)
It has been said that “planning without action is futile, and action without planning is fatal.” The objective of this course is to enable students to utilize a rigorous planning process to develop action-oriented marketing programs. This activity involves an integrated application of concepts and theories characterized by the logical use of facts -- leading to alternatives -- leading to actions. By the end of the course students should be able to develop effective marketing programs, and to understand the strength and limitations of the principal planning tools a marketing manager has at his/her disposal. The skills developed in this class are particularly important because many organizations now use the marketing plan as the basis for developing the business plan. In fact, marketing-developed plans often must precede the subsequent decisions in planning production, finance, and other corporate activities. Each student will apply the planning process, develop an action plan, and identify specific marketing outcomes for an existing or prospective enterprise. The course utilizes current practices, contemporary exemplars, and rigorous communication/presentation platforms. Course must be taken within one quarter of graduation or instructor’s permission. Prerequisites: any two graduate-level marketing courses.

MKTG 4560 Pricing Strategy (4 Credits)
This course provides an overview of all aspects of Pricing, a key driver of growth and profitability. As one of the 4 “Ps” of Marketing, attention and interest in Pricing is growing. This is not surprising, given that Price is the one “P” that drives the topline, with a direct impact on revenue growth, customer growth, market share, and profitability. This Pricing survey course examines established and emerging pricing strategies and principles. In addition, students learn some basic analytical tools that can be applied to pricing strategy decisions and explore approaches to optimize the impact of pricing strategies and tactics, including segmentation, addressing the competition, and communicating value. Prerequisite: MKTG 4100 or equivalent.

MKTG 4630 International Marketing (4 Credits)
The shrinking planet and constant pressure to maintain a firm’s growth mean that global marketing continues to grow in importance. This course introduces the various economic, social, cultural, political, and legal dimensions of international marketing from conceptual, methodological and application perspectives, and emphasizes how these factors should affect, and can be integrated into, marketing programs and strategies. This course provides students with methods for analyzing world markets and their respective consumers and environments, and to equip students with the skills in developing and implementing marketing strategies and decision making in international contexts. It includes a combination of lectures and discussions, case analyses of real global marketing issues, videos and readings from the business press, country snapshots, and a group research project in which student teams launch a discrete product in a foreign country of their choice. Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4660 Sports & Entertainment Marketing (4 Credits)
There are few products for which consumers are more passionate than their sports and entertainment expenditures, so this topic is always an exciting one in marketing. This course provides an in-depth look at the processes and practices of marketing sports, concerts, film and other entertainment. The course emphasizes the practical use of advertising, promotion and public relations in creating athlete or entertainer images, providing a quality fan experience, promoting sponsorships or driving event ticket sales. Participation in a current sports marketing project provides context for graduate students to apply the theories to real situations. Cross listed with MKTG 3660. Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4670 Competitive Strategies (4 Credits)
This course will examine what is happening in the world of corporate marketing today. Which companies’ marketing strategies are working and why? Which are not working and why? Who is winning in the competitive marketplace and who is losing? How do you know? What is the connection between a company’s marketing strategy and its financial strategy? Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4690 International Business through E-Commerce (4 Credits)
This course is designed to bring together the concepts of international business and e-commerce. We will discuss trends, issues that hinder or facilitate such trade across countries and diverse strategies that might work under different situations. Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4700 Topics in Marketing (4 Credits)
Prerequisite: MKTG 4100.

MKTG 4704 Tpcs Mktg: Special Sector (1-4 Credits)
Various topics in Marketing are covered. Topics change each term.

MKTG 4705 Topics in Marketing (1-4 Credits)
Like most disciplines, marketing is evolving constantly. One can learn about marketing and its classic terms and notions by reading a textbook. But to familiarize oneself with the current pressing issues, emerging ideas, and innovative applications, one must consult both industry practitioners and academic gurus. In this course, students and faculty meet and interview several top business executives in Denver area as well as visit their facilities. Such interaction with the managers and faculty help the students understand the interface of theory and application. In addition, by identifying the current issues in marketing and learning how to develop strategies to handle them, students add to their preparation for the job market.
MKTG 4800 Global Integrated Marketing Communication (4 Credits)
The Global IMC class is for graduates who have taken marketing communications classes and want to gain an understanding of how use this knowledge in the global marketplace. It helps students to understand similarities and differences between markets and how to most effectively approach them. What are the IMC tools that work best and how do you use them with cultural sensitivity? The class features a number of guest speakers and at least one off-site agency visit. The finale to this high-intensity class will have competing teams creating a global campaign. Prerequisites: MKTG 4100 and MKTG 4810.

MKTG 4805 Introduction to Digital Marketing (4 Credits)
Knowing how to use digital marketing tools as part of an integrated marketing strategy is critical in today's marketplace. This course provides the knowledge and skills to plan and implement a digital marketing strategy, create and manage digital marketing campaigns, and select and use the most effective tools and technologies to achieve the business' objectives. Students learn how to successfully integrate online tools including search engine optimization, pay per click advertising, email marketing, blogs, viral marketing, social media, and online PR within the overall marketing mix. Through team projects and class assignments, students get applied knowledge in developing an e-marketing plan. In addition, students acquire firsthand experience using twitter, blogs, web site graders, keyword research software tools and online media measurement services. Previous guest speakers have included industry leaders and agencies like Theo Mandel, Ph.D, a highly acclaimed author on web site user experience, design and usability, as well as leading email marketing firm, Emma. Cross listed with MKTG 3480.

MKTG 4810 Integrated Marketing Communication (4 Credits)
Marketers must successfully communicate to consumers to be successful. Integrated Marketing Communications represents the latest approach to this process. This course focuses on how to integrate marketing messages by using brand management as the foundation of creating effective marketing communications. To get a broad perspective on the topic, students read and discuss both classic and contemporary books on marketing communications. Looking at more than traditional advertising, the class also discusses how social media, outdoor, mobile, product placement, and event marketing are all changing the marketing communications process. The course work focuses on three cases, including a presentation of a proposed advertising campaign. Prerequisites: MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4815 Social Media Marketing (4 Credits)
Social media marketing is an evolving field with consumers driving the changes marketers are seeing. Based on students' business model, social media may be more than just distribution and prosumers may be a part of your long-term business strategy. This class illuminates the increasing importance of social media as it relates to consumer behavior and the purchase cycle. This course also develops a strategic model for a diverse range of businesses (B2B, B2C, Product, Service, Online, Online with Brick and Mortar) that will empower students as a marketer to determine their best strategy. Cross listed with MKTG 3490. Prerequisites: MKTG 4100 and MKTG 4805 or permission of instructor.

MKTG 4820 Brand Management (4 Credits)
Brands are valued assets for businesses. Building and maintaining strong, valuable brands represent core responsibilities of brand managers. Brand management encompasses brand audits, elements, attitudes, beliefs, images and equity that customers associate with a company's branded offerings. This course focuses on concepts, tools, techniques and strategies for creating, building, measuring, maintaining and managing strong, valuable brands in today's complex marketing landscape. Prerequisites: MKTG 4810 and MKTG 4100.

MKTG 4825 Mobile Marketing (4 Credits)
Due to the explosion of Smartphones, Mobile Commerce, Social Media and Location-based Services such as Foursquare, mobile marketing is the next frontier! Learning to harness this ever-evolving field is essential for business students. This course enables students to build creative mobile marketing campaigns that complement digital and traditional marketing strategies. This fast-paced course is a must for people interested in marketing and business. Prerequisites: MKTG 4100 and MKTG 4805 or permission of instructor.

MKTG 4830 Integrated Marketing Communication Cases (4 Credits)
Using the Harvard case method, students analyze marketing communication and brand building campaigns and processes used to acquire and retain customers, generate sales, and increase profits. The presence (and absence) of IMC strategies and practices are identified and discussed. Course concludes with presentations of cases created (based on working with real companies) by student teams. Prerequisites: MKTG 4100 and MKTG 4810.

MKTG 4835 Search Engine Marketing (4 Credits)
The digital marketing landscape has hundreds of tools that marketers can utilize to increase revenue, execute on strategies and develop deep brands. This course reviews the most essential of those tools; Google Analytics and Google AdWords. This course’s goal is to enable students to attain individual certification. By partnering with the businesses in our internship program, this course ensures students are mastering those most sought after tools/skills. This course is fast-paced and has a real world focus! Cross listed with MKTG 3485.

MKTG 4850 Integrated Marketing Communication Campaign (4 Credits)
This course builds on all of the courses in the IMC program/concentration as well as other courses offered through the Department of Marketing. In this sense, it is a capstone course, integrating the knowledge and experience acquired through these other courses. Integration is the primary objective of this course—that is, to develop skills in integrating content from other courses into a complete IMC campaign for a brand of the student’s choice. IMC Campaign is a major project course with a single significant outcome, the IMC Campaign. The project is conducted in a team environment with the guidance of the instructor. Cross listed with MKTG 3460, MKTG 4240. Prerequisites: MKTG 4810 or instructor permission, and MKTG 4820.
MKTG 4900 Advanced Marketing Strategy (4 Credits)
Making sound strategic marketing decisions in the real world is complex and challenging, even for seasoned executives. Determining sound strategies is critical. Implementing them effectively and profitably is essential. How can managers increase their chances for making better strategic marketing decisions leading to more successful outcomes more often? This course applies concepts, constructs and learning acquired in prior marketing courses to complex strategic decisions. Cases are at the heart of the course, challenging teams and individuals to make specific marketing decisions in the context of larger strategic marketing and company contexts, including accounting for top- and bottom-line impact. Students are required to be within two quarters of graduation. Prerequisites: any two graduate-level marketing courses, one of which must be MKTG 4100, MKTG 4610 or MKTG 3900.

MKTG 4980 Marketing Internship (1-8 Credits)
We learn by doing. That’s what a marketing internship at Daniels is all about. Recent studies show that one to three internships on a resume go a long way towards landing that first job in marketing. At Daniels, we network with some of the top marketers in Denver and across the US. Our marketing students have worked at National CineMedia, Integer Advertising, Bank of America, Enterprise, Northwestern Mutual Insurance, eBags, Crispin-Porter + Bogusky, Einstein’s, Johns Manville, Ski Magazine, the Pepsi Center, 15 Million Elephants, Flextronics, Merrill Lynch, Dish Network, AEG Live, Altitude Sports & Entertainment, and the list goes on. Not only will students earn school credit, they may very well land a paid internship, and eventually a full-time job. Course requirements include an internship report that covers your experience on the job, a study of the industry, and what they learned from their company. “Thanks to the University of Denver for fostering this partnership and providing such great students” (NCM Media Networks).

MKTG 4991 Independent Study (1-10 Credits)
Hours and times arranged by student.

MKTG 4992 Directed Study (1-4 Credits)

MKTG 4995 Independent Research (1-10 Credits)

MKTG 4999 Marketing Capstone Assessment (0 Credits)
Surveys graduating MS Marketing students and assesses the level of learning obtained by these students. This class is to be taken during the final quarter of study. Prerequisites: MKTG 4100, MKTG 4510, MKTG 4520, MKTG 4530, plus 12 additional hours of graduate marketing classes.

Real Estate and Construction Management

Office: Daniels College of Business, Room 380
Mail Code: Daniels College of Business, Room 380, 2101 S. University Blvd. Denver CO 80208
Phone: 303-871-3432

Master of Science in Real Estate and the Built Environment
The Franklin L. Burns School of Real Estate and Construction Management at the Daniels College of Business allows you to combine the core competencies across the full spectrum of the built environment. Students will have a sound understanding of the Development and Delivery sides of real estate, property development and integrated project delivery. Our core curriculum includes courses in Real Estate Feasibility, Real Estate Finance, Investment and Appraisal in addition to courses in Project Feasibility, Construction Estimating, Procurement, Project Delivery, Scheduling, and Contract Administration. This holistic, integrated approach adds value in a way that a single discipline perspective cannot, and establishes a firm basis upon which to build a selected area of expertise. It can be completed in one year full time or 18 months part time.

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

Master of Science in Real Estate and the Built Environment, Executive
This program mirrors the on campus Master of Science in Real Estate and the Built Environment degree. This Executive program is a flexible, online degree program designed for working professionals with at least 10 years of relevant work experience who want to progress in their corporate or entrepreneurial careers in real estate, property development or integrated project delivery. Two intensive three-day courses in residence are required in addition to your online studies. The online classes are offered in a synchronous manner one evening per week for a total of 10 weeks. This program can be completed in as little as 18 months or up to five years.

Master of Business Administration in Real Estate and the Built Environment

Master of Science in Real Estate and the Built Environment
• Application fee $100 non-refundable
• Official Transcripts: Submit one official transcript from each higher educational institution you attended in officially sealed envelopes.
• Submit a resume that focuses on your unique strengths and accomplishments.
• Official GMAT or GRE scores (GMAT is required for scholarship and graduate assistantship consideration)
• Official TOEFL or IELTS score (international students)
• Two letters of recommendation are required from individuals (non-relatives) who can evaluate your academic and/or work performance as well as your potential for success in graduate school.
• Two required and one optional essay. Essays are assessed for clarity, organization, conciseness and grammar. Through the essays, you can communicate what you hope to achieve at Daniels and how you will contribute to the Daniels community.
• Tuition Deposit: If accepted into the program, a $500 deposit is due to reserve your seat. This deposit is non-refundable and is credited toward your first tuition payment.

Master of Science in Real Estate and the Built Environment, Executive

• Application fee $100 non-refundable
• Official Transcripts: Submit one official transcript from each higher educational institution you attended in officially sealed envelopes.
• Submit a resume that focuses on your unique strengths and accomplishments.
• GMAT/GRE Waived with appropriate industry background (normally 8-10 years industry experience)
• Official TOEFL or IELTS score (international students)
• Two letters of recommendation are required from individuals (non-relatives) who can evaluate your academic and/or work performance as well as your potential for success in graduate school.
• Two required and one optional essay. Essays are assessed for clarity, organization, conciseness and grammar. Through the essays, you can communicate what you hope to achieve at Daniels and how you will contribute to the Daniels community.
• Tuition Deposit: If accepted into the program, a $500 deposit is due to reserve your seat. This deposit is non-refundable and is credited toward your first tuition payment.

Certificate in Real Estate and the Built Environment

International Master of Business Administration in Real Estate and the Built Environment with a Concentration in Real Estate

Core coursework requirements: 68 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4620</td>
<td>Ethics for the 21st Century Professional</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4630</td>
<td>Creating Sustainable Enterprises</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4610</td>
<td>Financial Accounting and Reporting</td>
<td>4</td>
</tr>
<tr>
<td>STAT 4610</td>
<td>Business Statistics</td>
<td>4</td>
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<tr>
<td>FIN 4630</td>
<td>Managerial Finance</td>
<td>4</td>
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<tr>
<td>ITEC 4610</td>
<td>IT Strategy</td>
<td>4</td>
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<tr>
<td>MGMT 4620</td>
<td>Organizational Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>FIN 4610</td>
<td>Multinational Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>LGST 4700</td>
<td>International Law</td>
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<td>IMBA 4142</td>
<td>Global Management</td>
<td>4</td>
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<td>IMBA 4500</td>
<td>Global Theory in Practice</td>
<td>4</td>
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<tr>
<td>MGMT 4503</td>
<td>Comparative Management</td>
<td>2</td>
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<td>MGMT 4490</td>
<td>Global Strategy</td>
<td>4</td>
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<tr>
<td>IMBA 4141</td>
<td>Managing Exports</td>
<td>4</td>
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<tr>
<td>International Politics course</td>
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<td>5</td>
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<tr>
<td>International Economics course</td>
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</tr>
</tbody>
</table>

Elective requirements

4 credits in electives required

Concentration requirements

A minimum of 16 credits must be completed in 4000-level REAL courses to complete a concentration. Student may use the 4 elective credits towards a concentration. Courses include:

Real Estate Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>REAL 4407</td>
<td>Income Property Finance</td>
</tr>
<tr>
<td>REAL 4007</td>
<td>Real Estate Financial Analysis</td>
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</tbody>
</table>

In addition, select two courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>REAL 4477</td>
<td>Income Property Investment</td>
</tr>
<tr>
<td>REAL 4417</td>
<td>Income Property Valuation and Appraisal</td>
</tr>
</tbody>
</table>
International Master of Business Administration in Real Estate and the Built Environment with a Concentration in Property Development

Core coursework requirements: 68 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4620</td>
<td>Ethics for the 21st Century Professional</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4630</td>
<td>Creating Sustainable Enterprises</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4610</td>
<td>Financial Accounting and Reporting</td>
<td>4</td>
</tr>
<tr>
<td>STAT 4610</td>
<td>Business Statistics</td>
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</tr>
<tr>
<td>FIN 4630</td>
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</tr>
<tr>
<td>ITEC 4610</td>
<td>IT Strategy</td>
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</tr>
<tr>
<td>MGMT 4620</td>
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</tr>
<tr>
<td>FIN 4610</td>
<td>Multinational Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>LGST 4700</td>
<td>International Law</td>
<td>4</td>
</tr>
<tr>
<td>IMBA 4142</td>
<td>Global Management</td>
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</tr>
<tr>
<td>IMBA 4500</td>
<td>Global Theory in Practice</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 4503</td>
<td>Comparative Management</td>
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<tr>
<td>MGMT 4490</td>
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<tr>
<td>IMBA 4141</td>
<td>Managing Exports</td>
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</tbody>
</table>

International Politics course                                          | 5       |
International Economics course                                          | 5       |

Elective requirements

4 credits in electives required                                          | 4       |

Concentration requirements

A minimum of 16 credits must be completed in 4000-level RECM courses to complete a concentration. Student may use the 4 elective credits towards a concentration. Courses include:

Property Development Courses

<table>
<thead>
<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>REAL 4407</td>
<td>Income Property Finance</td>
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<tr>
<td>REAL 4210</td>
<td>Planning, Entitlements, and Public Finance</td>
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</tr>
<tr>
<td>CMGT 4480</td>
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</table>

Total Credits

International Master of Business Administration in Real Estate and the Built Environment with a Concentration in Integrated Project Delivery

Core coursework requirements: 68 credits

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<td>Comparative Management</td>
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Master of Business Administration in Real Estate and the Built Environment with a Concentration in Real Estate

Core coursework requirements

BUS 4610 The Essence of Enterprise 4
BUS 4620 Ethics for the 21st Century Professional 4
BUS 4630 Creating Sustainable Enterprises 4
ACTG 4610 Financial Accounting and Reporting 4
ACTG 4660 Strategic Cost Management 4
STAT 4610 Business Statistics 4
FIN 4630 Managerial Finance 4
ITEC 4610 IT Strategy 4
MBA 4610 Law and Public Policy 4
MBA 4690 Enterprise Solutions 4
MGMT 4620 Organizational Dynamics 4
MGMT 4630 Strategic Human Resources Management 4
MGMT 4690 Strategic Management 4
MKTG 4100 Marketing Concepts 4

Elective requirements

24 credits in electives/concentration courses required.

Concentration requirements

A minimum of 16 of the 24 elective credits must be completed in 4000 level RECM courses to complete a concentration, including:

Real Estate Courses

REAL 4407 Income Property Finance
REAL 4007 Real Estate Financial Analysis

Select two courses from the following:

REAL 4477 Income Property Investment
REAL 4417 Income Property Valuation and Appraisal
REAL 4467 Property Development and Feasibility

Total Credits 80

Master of Business Administration in Real Estate and the Built Environment with a Concentration in Property Development

Core coursework requirements

BUS 4610 The Essence of Enterprise 4
BUS 4620 Ethics for the 21st Century Professional 4
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</table>

**Elective requirements**

24 credits in electives/concentration courses required.

**Concentration requirements**

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Total Credits: 80

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**Master of Business Administration in Real Estate and the Built Environment with a Concentration in Integrated Project Delivery**

**Core coursework requirements**

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**Elective requirements**

24 credits in electives/concentration courses required.

**Concentration requirements**

A minimum of 16 of the 24 elective credits must be completed in 4000-level RECM courses to complete a concentration, including:

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<th>Course Code</th>
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<tbody>
<tr>
<td>CMGT 4110</td>
<td>Preconstruction Integration and Planning</td>
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<td>CMGT 4200</td>
<td>Lean Construction Project Management</td>
</tr>
<tr>
<td>CMGT 4230</td>
<td>Design Management and Schedule Control</td>
</tr>
<tr>
<td>CMGT 4310</td>
<td>Cost Modeling and Trend Management</td>
</tr>
</tbody>
</table>

Total Credits: 80
**Master of Business Administration in Real Estate and Construction Management in the One Year MBA Program with a Concentration in Real Estate**

**Core coursework requirements**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MBA 4050</td>
<td>Business Foundations I</td>
<td>4</td>
</tr>
<tr>
<td>MBA 4060</td>
<td>Business Foundations II</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4610</td>
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<td>MBA 4205</td>
<td>Strategic Career Management</td>
<td>4</td>
</tr>
<tr>
<td>MBA 4690</td>
<td>Enterprise Solutions</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 4280</td>
<td>Business Design</td>
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</tr>
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**Elective requirements**

24 credits in electives/concentration courses required.

**Concentration requirements**

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**Real Estate Courses**

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<th>Course Code</th>
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<tbody>
<tr>
<td>REAL 4407</td>
<td>Income Property Finance</td>
</tr>
<tr>
<td>REAL 4007</td>
<td>Real Estate Financial Analysis</td>
</tr>
</tbody>
</table>

In addition, choose two courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>REAL 4477</td>
<td>Income Property Investment</td>
</tr>
<tr>
<td>REAL 4417</td>
<td>Income Property Valuation and Appraisal</td>
</tr>
<tr>
<td>REAL 4467</td>
<td>Property Development and Feasibility</td>
</tr>
</tbody>
</table>

Total Credits 56

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**Master of Business Administration in Real Estate and Construction Management in the One Year MBA Program with a Concentration in Property Development**

**Core coursework requirements**

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**Elective requirements**

24 credits in electives/concentration courses required.

**Concentration requirements**

A minimum of 16 of the 24 elective credits must be completed in 4000-level RECM courses to complete a concentration, including:

**Property Development Courses**

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<tbody>
<tr>
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</table>

Total Credits 56

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**Master of Business Administration in Real Estate and Construction Management in the One Year MBA Program with a Concentration in Integrated Project Delivery**

**Core coursework requirements**

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Master of Science in Real Estate and the Built Environment

Degree Requirements

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**Elective requirements**
24 credits in electives/concentration courses required.

**Concentration requirements**
A minimum of 16 of the 24 elective credits must be completed in 4000-level RECM courses to complete a concentration, including:

Integrated Project Delivery Courses

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<th>Course Code</th>
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<tbody>
<tr>
<td>CMGT 4110</td>
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Total Credits: 56

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**Master of Science in Real Estate and the Built Environment**

**Degree Requirements**

**Core coursework requirements:** 24 credits

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Choose one Real Estate and the Built Environment Track 40

**Property Development Track**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>REAL 4000</td>
<td>Business of the Built Environment</td>
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<tr>
<td>REAL 4210</td>
<td>Planning, Entitlements, and Public Finance</td>
</tr>
<tr>
<td>REAL 4407</td>
<td>Income Property Finance</td>
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<tr>
<td>REAL 4007</td>
<td>Real Estate Financial Analysis</td>
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<tr>
<td>REAL 4467</td>
<td>Property Development and Feasibility</td>
</tr>
<tr>
<td>CMGT 4410</td>
<td>Construction Building Systems</td>
</tr>
<tr>
<td>CMGT 4480</td>
<td>Const Project Management</td>
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<tr>
<td>CMGT 4490</td>
<td>Residential Development</td>
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REBE Elective

**Real Estate Track**

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REBE Elective

**Integrated Project Delivery Track**

1. Integrated Project Delivery Track 1

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<td>-------------</td>
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<tr>
<td>CMGT 4560</td>
<td>Relational Contracting and Risk Mitigation</td>
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<tr>
<td>CMGT 4580</td>
<td>Integrated Teaming and Project Leadership</td>
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<td></td>
<td><strong>Elective requirements (Not all electives are offered each year.)</strong></td>
</tr>
<tr>
<td>REAL 4369</td>
<td>Real Estate Taxation</td>
</tr>
<tr>
<td>REAL 4400</td>
<td>Real Estate Concepts</td>
</tr>
<tr>
<td>REAL 4110</td>
<td>Advanced Issues in Real Estate &amp; Construction Management</td>
</tr>
<tr>
<td>REAL 4140</td>
<td>Global Perspectives in Real Estate</td>
</tr>
<tr>
<td>REAL 4337</td>
<td>RE Securities/Syn/Entrep</td>
</tr>
<tr>
<td>REAL 4347</td>
<td>Mgmt of Income Properties</td>
</tr>
<tr>
<td>REAL 4500</td>
<td>Argus Financial Analysis</td>
</tr>
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<td>REAL 4701</td>
<td>Topics in Real Estate</td>
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<tr>
<td>REAL 4705</td>
<td>Risk Management in the Built Environment</td>
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<td>REAL 4800</td>
<td>NAIOP Challenge</td>
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<td>REAL 4980</td>
<td>Adv Valuation/Report Writing</td>
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<td>REAL 4991</td>
<td>Independent Study</td>
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<td>REAL 4995</td>
<td>Independent Research</td>
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<td>CMGT 4177</td>
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<td>CMGT 4401</td>
<td>Residential Practicum I</td>
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<tr>
<td>CMGT 4438</td>
<td>Legal Issues &amp; Risk Management</td>
</tr>
<tr>
<td>CMGT 4120</td>
<td>Construction Planning and Scheduling</td>
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<tr>
<td>CMGT 4155</td>
<td>Sustainable Development/LEED</td>
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<tr>
<td>CMGT 4110</td>
<td>Preconstruction Integration and Planning</td>
</tr>
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<td><strong>Total Credits</strong> 48</td>
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</table>

1 Undergraduate degree in Construction Management, Architecture, Engineering or approved major required for this track.

**Master of Science in Real Estate and the Built Environment**

**Degree Requirements**

**Core coursework requirements: 24 credits**

- BUS 4610 The Essence of Enterprise 4
- BUS 4620 Ethics for the 21st Century Professional 4

Choose one Real Estate and the Built Environment Track 40

**Property Development Track**

- REAL 4000 Business of the Built Environment
- REAL 4210 Planning, Entitlements, and Public Finance
- REAL 4407 Income Property Finance
- REAL 4007 Real Estate Financial Analysis
- REAL 4467 Property Development and Feasibility
- CMGT 4410 Construction Building Systems
- CMGT 4480 Const Project Management
- CMGT 4490 Residential Development
- REBE Elective
- REBE Elective

**Real Estate Track**

- REAL 4000 Business of the Built Environment
- REAL 4407 Income Property Finance
- REAL 4007 Real Estate Financial Analysis
- REAL 4477 Income Property Investment
### Master of Science in Real Estate and the Built Environment, Executive

#### Degree Requirements

**Core coursework requirements: 8 credits**

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<tr>
<td>BUS 4620</td>
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Choose one Real Estate and the Built Environment Track

**Property Development Track**

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<tr>
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<tr>
<td>XRCM 4210</td>
<td>Planning, Entitlements, and Public Finance</td>
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Undergraduate degree in Construction Management, Architecture, Engineering or approved major required for this track.
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<td>XRCM 4490</td>
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**Real Estate Track**

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<td>XRCM 4007</td>
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<td>XRCM 4477</td>
<td>Income Property Investment</td>
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<td>XRCM 4417</td>
<td>Income Property Valuation and Appraisal</td>
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**Integrated Project Delivery Track**

1. Undergraduate degree in Construction Management, Architecture, Engineering or approved major required for this track.

<table>
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<td>XRCM 4110</td>
<td>Preconstruction Integration and Planning</td>
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<td>XRCM 4200</td>
<td>Lean Const Project Mgmt</td>
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<td>XRCM 4230</td>
<td>Design Management and Schedule Control</td>
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<td>XRCM 4310</td>
<td>Cost Modeling and Trend Management</td>
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<td>XRCM 4560</td>
<td>Relational Contracting and Risk Mitigation</td>
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<td>Integrated Teaming and Project Leadership</td>
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**Electives (Not all electives are offered each year.)**

<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>XRCM 4140</td>
<td>Global Perspectives in Real Estate</td>
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<tr>
<td>XRCM 4177</td>
<td>Environmental Systems and MEP Coordination</td>
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<td>XRCM 4337</td>
<td>RE Securities/Syn/Entrep</td>
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<tr>
<td>XRCM 4347</td>
<td>Management - Income Properties</td>
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<td>XRCM 4369</td>
<td>Real Estate Taxation</td>
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<td>XRCM 4420</td>
<td>Construction Estimating</td>
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<td>XRCM 4438</td>
<td>Legal Issues &amp; Risk Management</td>
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<td>XRCM 4700</td>
<td>Topics in RE &amp; Const Mgmt</td>
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<td>XRCM 4702</td>
<td>Argus Financial Analysis</td>
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<td>XRCM 4705</td>
<td>Risk Management in the Built Environment</td>
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<td>XRCM 4777</td>
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<td>XRCM 4980</td>
<td>Adv Valuation/Report Writing</td>
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<td>XRCM 4981</td>
<td>Internship</td>
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<td>XRCM 4991</td>
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<td>Construction Planning and Scheduling</td>
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<td>XRCM 4155</td>
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<td>XRCM 4115</td>
<td>Corporate Real Estate and Facilities Mgmt</td>
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</table>

**Total Credits** 50
Construction Management Courses

CMGT 4110 Preconstruction Integration and Planning (4 Credits)
This course examines the role of preconstruction services, team integration, and joint design planning in various Integrated Project Delivery (IPD) approaches. Various tools and techniques associated with preconstruction services and design planning from the proposal stage through the design stages of a project are considered.

CMGT 4120 Construction Planning and Scheduling (4 Credits)
Understanding and applying scheduling and control to construction projects is essential to successful construction management. Project scheduling emphasizes network-based schedules, such as critical path management (CPM), network calculations, critical paths, resource scheduling, probabilistic scheduling and computer applications. Project control focuses on goals, flow of information, time and cost control, and change management.
Prerequisite: CMGT 4410.

CMGT 4155 Sustainable Development/LEED (4 Credits)
The course includes many case studies of historic and contemporary structures exemplifying various sustainability features. Emphasis is placed on how LEED project certification influences the overall construction project. Topics include LEED certification techniques for sustainable sites, water efficiency, energy and atmosphere, materials and resources, indoor environmental quality, innovation and design. The following topics are covered from a LEED perspective: ventilation, air conditioning, heating, electrical lighting, energy efficiency, and building control systems. The student studies and analyzes how management and LEED techniques are applied to current construction projects.

CMGT 4177 Environmental Systems and MEP Coordination (4 Credits)
A study of electrical and mechanical systems used in the construction of buildings. Course content includes system design, component selection and utilization for energy conservation, cost estimating or systems, coordination and management of installation. Specific systems included are electrical, air conditioning, heating, ventilation and plumbing, fire protection, life safety, communication, power systems and lighting. The course also considers coordination of MEP systems and explores emerging technology and environmental issues related to mechanical and electrical systems in buildings. Cross listed with CMGT 3177 and XRCM 4177.

CMGT 4180 Construction Layout/Surveying (4 Credits)
Designed to provide the student with the theory, principles and techniques of construction layout and surveying. Includes field procedures in fundamental land surveying as well as site and foundation layout. Cross listed with CMGT 3180.

CMGT 4200 Lean Construction Project Management (4 Credits)
This advanced course focuses on cutting edge lean tools and other productive strategies for the management of people and processes in the construction industry. The tools and strategies presented draw on the very successful Toyota Production System adapted to the construction industry. Lean construction methodologies such as the Last Planner System, the Lean Project Delivery System, and Integrated Project Delivery are discussed. Topics also include sustainability and the emerging interest in “green construction,” as well as the use of Building Information Modeling to enhance the development and management of integrated projects. This course also looks at the human element in relation to motivation, safety, and environmental stresses. A number of case studies are presented to highlight best practices in Lean Construction Project Management.

CMGT 4230 Design Management and Schedule Control (4 Credits)
This course examines the various strategies and techniques associated with managing the design delivery process to align with the construction budget and schedule needs in an integrated fashion. Design planning, scheduling, and resource allocation are considered along with design value determination and management of the design-construction interfaces. Constructability, value engineering, design performance.

CMGT 4250 Construction Contract Admin (4 Credits)
This course addresses how a successful construction project is managed and administered from design through construction to closeout. Emphasis will focus on how to unite the key stakeholders (contractors, architects, engineers, etc.) to provide them with a workable system for operating as an effective project team. The latest technology, laws and regulations associated with contract administration will be presented. Topics pertinent to each stage of a project are introduced and discussed as they occur throughout the life of the project. Numerous real-world examples will be utilized throughout the course. Various electronic project administration tools and techniques will be demonstrated including Building Information Modeling.

CMGT 4310 Cost Modeling and Trend Management (4 Credits)
This course covers various approaches to construction cost estimating at the conceptual stages of planning and design through detailed construction. Students learn parametric estimating techniques and how they are applied to construct and predict reliable budgets at the earliest stages of design. Students build cost models and refine those models with greater detail as design develops through a project. Building information modeling is introduced and used to create massing models to demonstrate design impacts on project costs. Cost trending techniques are presented to manage, monitor and document project performance relative to cost.

CMGT 4320 Arch Plan & Design Mgmt (4 Credits)
This course introduces students to the significant value that architecture brings to real estate and the built environment and the various services and professions associated with it. Students will be introduced to principles, protocols and the planning process related to the design function and the link between the architect’s vision and the finished physical structure. Students will be introduced to design, thinking, theory and application. Student will learn to read and interpret the various graphical and written construction documents as well as know how they are developed and what information they contain. Architectural, structural, mechanical, electrical, plumbing and civil drawings and specifications are covered. The business model for design services will be explored as well as the unique risks and challenges associated with managing the design throughout the various stages of development and construction.
CMGT 4401 Residential Practicum I (4 Credits)
A three course sequence designed to emphasize the practical application of the theories and concepts of residential development. The courses provide a capstone experience for seniors. Students are expected to apply their knowledge of general business, real estate and construction management practices by forming a student business entity, acquiring land, building and selling a residential property. Students will apply accounting, finance, marketing, real estate and construction management techniques in the development of a single family residence. Cross listed with CMGT 3401.

CMGT 4410 Construction Building Systems (4 Credits)
A survey of residential and commercial construction materials, means, and methods associated with the various structural and architectural systems used to design and construct buildings. Project plans and specifications are incorporated to teach the basic sequencing and overall construction process. The influence of sustainability in construction is introduced.

CMGT 4420 Construction Estimating (4 Credits)
Integrated approach addressing construction accounting, estimating, purchasing, and management reporting systems. Cross listed with CMGT 3100, XRCM 4420. Prerequisite: CMGT 4400 or permission of instructor.

CMGT 4438 Legal Issues & Risk Management (4 Credits)
General contract and real estate law, including property rights, title concepts, deeds, purchase contracts, law of agency, environmental issues and disclosures, basics finance concerns, tax law, landlord-tenant law, construction contracts, indemnity agreements, rights and remedies of property owners, contractors and subcontractors issues, and various areas of liability for real estate practitioners and property owners.

CMGT 4480 Const Project Management (4 Credits)
Principles and techniques of construction project management, use of systems analysis, internal and external procedures, planning, programming, budgeting and staffing, controlling major projects, emphasis on construction scheduling techniques with case application. Cross listed with CMGT 3120. Prerequisite: CMGT 4410 or permission of the instructor.

CMGT 4490 Residential Development (4 Credits)
A seminar-style capstone course that integrates various aspects of the construction management curriculum. Emphasis is on topics in the construction and development industries. Cross listed with CMGT 3190. Prerequisite: CMGT 4410.

CMGT 4560 Relational Contracting and Risk Mitigation (4 Credits)
Relational contracting is a construction project delivery framework for multidisciplinary, integrated projects that focuses on aligned goals, high performance, innovation, mutual respect, open communication and a “no blame” culture between Client, Contractor, and Design Team. This approach to contracting, also known as Alliance Contracting, is becoming more prevalent in the United States and is often applied when using integrated project delivery systems. This course compares and contrasts transactional contracting methods with relational contracting methods and the influences on the project team and project outcomes. Relational contracting is also considered in the context of risk mitigation and project optimization.

CMGT 4580 Integrated Teaming and Project Leadership (4 Credits)
This course examines the unique leadership skills and talents associated with leading and facilitating multidisciplinary, integrated design and construction teams. The focus of the course is on applying strategic intelligence and a system of leadership in the development of integrated solutions for the built environment. This leadership model is driven by a compelling purpose and supported by people who share practical values and have excellent processes, to look into the future, create a vision, and bring that vision to reality. Effective strategies for supporting high performance teams are explored.

CMGT 4700 Topics in Construction Mgmt (1-4 Credits)
CMGT 4980 Construction Mgmt Internship (0-8 Credits)
CMGT 4991 Independent Study (1-10 Credits)
CMGT 4992 Directed Study (1-10 Credits)
CMGT 4995 Independent Research (1-10 Credits)

Real Estate Courses

REAL 4000 Business of the Built Environment (4 Credits)
The emphasis of this course is on the built environment and its impacts and influences on how we live, work, and play. The course employs a full life cycle sustainable model that links the various phases, functions, and professions of real estate, project delivery, and asset/facility management to create holistic, value generating solutions for society. Professional practices/skillsets associated with the many career options that engage the built environment are explored.

REAL 4002 The Business of Real Estate (2 Credits)
This is an introduction to home ownership, real estate industry and its markets; legal aspects of home ownership from consumer’s point of view, including property rights, title, concepts, deeds, and purchase contracts. Listing contracts, law of agency, types of mortgages, basics of home loan finance, appraisal, investment and tax benefits are also covered in this class. Partially satisfies Colorado Real Estate sales licensing requirements.

REAL 4007 Real Estate Financial Analysis (4 Credits)
Alternative analysis formats that can be applied to a wide array of real estate analysis issues; simulates working/decision-making environment; structured overview of analysis tools focused on specific facets of multidimensional real estate decision-making environment; applications in investment analysis, feasibility analysis, valuation, market analysis, and report writing and presentation. Prerequisite: REAL 4407.
REAL 4010 Real Estate Capital Markets (4 Credits)
This course will expose students to the Commercial Real Estate Capital Markets that have evolved from exclusively private in the 1980s to a mix of private and public, including commercial mortgage backed securities (CMBS) and real estate investment trusts (REITs), in the 1990s. Any person involved in real estate today must understand all the alternative capital sources available and their requirements. Students will be exposed to the positives and pitfalls of all the capital market products. This course will provide students with the general concepts and definitions. A combination of lectures, guest lectures from industry experts, text & article readings, class discussions, and case studies using real life examples. Cross listed with REAL 3010. Prerequisite: REAL 4007.

REAL 4110 Advanced Issues in Real Estate & Construction Management (4 Credits)
This course concentrates on five advanced real estate and construction management topics; the design build environment, negotiation skills in real estate and construction management, real estate capital markets, the entitlement process -- urban planning, zoning, PUDs and underutilized tax advantages in real estate. Cross listed with REAL 3110. Prerequisite: REAL 4407.

REAL 4140 Global Perspectives in Real Estate (4 Credits)
This course focuses on inbound U.S. and outbound U.S. real estate transactions and the cultural issues that impact these transactions. This can also be taken as a Burns Global Delegation travel course. Cross listed with REAL 3140, XRCM 4140.

REAL 4210 Planning, Entitlements, and Public Finance (4 Credits)
Real estate development, place making, and community building require the combined efforts of the public, for-profit, and non-profit sectors. Participants in the real estate development process need to understand and appreciate the sometimes competing and sometimes collaborative interests of governments, agencies, and the private developer. This course is designed to familiarize students with the overall context of urban planning and land use. Students discover the variety of participants in the development process and also become familiar with the project entitlement process, zoning, and land use regulation. Students also examine public/private financing structures such as public-private-partnerships (P3s) and become familiar with detailed calculations relating to Tax Incremental Financing (TIF) and Metropolitan Districts.

REAL 4337 RE Securities/Syn/Entrep (4 Credits)
Introduction to real estate securities; emphasis on private offerings; determining whether a contemplated transaction involves a security, and what happens if it does; exemptions from registration (Reg D); registration requirements; investor suitability, how to syndicate, acquisition of property, marketing or the property, tax structure and formation of syndication, compensation to syndicators, real estate tax considerations. Cross listed with REAL 3337, XRCM 4337.

REAL 4347 Mgmt of Income Properties (4 Credits)
Explore the complexities of managing apartments, condominiums, office buildings, industrial property and shopping centers. This course covers rental markets, development of rental schedules, leasing techniques and negotiations, repairs and maintenance, tenant relations, merchandising, selection and training of personnel, accounting, and owner relations. Cross listed with REAL 3347.

REAL 4369 Real Estate Taxation (4 Credits)
Tax factors affecting investments and operations in real estate; special attention is given to legal forms of ownership, depreciation, tax basis, tax impacts of exchanges, syndications, real estate securities, and other federal tax laws affecting real estate. Cross listed with REAL 3369.

REAL 4400 Real Estate Concepts (4 Credits)
Principles of real estate, real estate industry and its markets; legal aspects of home ownership from consumer's point of view, including property rights, title concepts, deeds, purchase contracts, listing contracts, law of agency, environmental issues and disclosures, types of mortgages, basics of home loan financing, appraisal investment and tax benefits. Partially satisfies Colorado real estate broker licensing requirements. Cross listed with REAL 1777.

REAL 4407 Income Property Finance (4 Credits)
This course explores conventional and alternative financing, mortgage banking, law and markets, loan underwriting analysis and the impact of monetary and fiscal policies on the real estate and mortgage markets, with emphasis on decision making from the equity investors point of view. Specific topics include an overview and history of real estate finance, the taxation and legal aspects of real estate finance, compounding and discounting, functions of interest and real estate capital markets and securities. Specific areas of focus are residential property finance, income property finance, and construction and development financing. Cross listed with REAL 3307.

REAL 4417 Income Property Valuation and Appraisal (4 Credits)
Residential/Commercial appraising, including market cost and income approaches to value, gross rent multiplier analysis, neighborhood and site analysis, valuation of income properties including market cost and income approaches to value, capitalization theory and techniques, mortgage-equity analysis, and investment value concepts. Prerequisite: REAL 4407.

REAL 4467 Property Development and Feasibility (4 Credits)
Commercial real estate development analysis and feasibility includes economic base analysis, tenant demand analysis, development and construction cost analysis, lease-up analysis, financial feasibility, leasing and property management practices. Five major property types (office, industrial, retail, apartment and hotel) are covered. Prerequisite: REAL 4007.

REAL 4477 Income Property Investment (4 Credits)
Comprehensive analytical framework for real estate investment decision-making, equity investment decisions via discounted cash flow, and risk analysis models and strategic planning concepts, structuring parameters to maximize rates of return while controlling downside risks; emphasis on theory, concept building, and practical application to various types of investment properties. Cross listed with REAL 3377. Prerequisite: REAL 4007.
REAL 4500 Argus Financial Analysis (4 Credits)
This course concentrates on practical applications of the Argus (TM) Real Estate Financial Software through interactive examples and case studies. Participants will be exposed to the software’s capabilities, fundamentals, and unique nuances. Cross listed with REAL 4500, XRCM 4702. Prerequisite: REAL 4007.

REAL 4701 Topics in Real Estate (1-5 Credits)
REAL 4705 Risk Management in the Built Environment (4 Credits)
Decision making and risk analysis concepts in the context of real estate and the built environment. This includes, but is not limited to, liability issues as to persons and property, casualty and property damage questions, employee and employer insurance areas, auto insurance, professional liability insurance, directors’ and owners’ liability issues, medical insurance, life insurance, environmental risks, and much more in areas of exposure that one can face in the business world. The course further examines means to minimize such areas of exposure.

REAL 4800 NAIOP Challenge (4 Credits)
A unique non-traditional course, where the students will work on a complex real estate problem culminating in an internal competition and external competition which includes a written report and an oral presentation. Cross listed with CMGT 3800, CMGT 4800, REAL 3800.

REAL 4890 Internship (0-8 Credits)
REAL 4980 Adv Valuation/Report Writing (1-10 Credits)
Advanced cutting-edge techniques not yet institutionalized nor commonly practiced in the field. Includes writing skills workshops appropriate to specialized nature of appraisal reports, and composition of a complex field problem report to prepare student for writing “demonstration” report required for MAI professional designation. Prerequisite: REAL 4417.

REAL 4991 Independent Study (1-10 Credits)
REAL 4992 Directed Study (1-10 Credits)
REAL 4995 Independent Research (1-10 Credits)

School of Accountancy
Office: Daniels College of Business, Rooms 355-379
Mail Code: 2101 S. University Blvd., Suite 355, Denver, CO 80208
Phone: 303-871-2032
Web Site: http://daniels.du.edu/faculty-research/accountancy/

Master of Accountancy in Accounting
The Master of Accountancy (MAcc) program at the Daniels College of Business School of Accountancy provides rigorous training in both accounting fundamentals and the latest practices and technologies, preparing you for a rewarding career. The best indicator of the program’s strength is the success of our graduates: virtually all of our domestic MAcc graduates accept positions within three months of graduation.

Through demonstrated prerequisite knowledge, formal coursework, and elective internship opportunities, students will develop technical knowledge in accounting, a broad understanding of related disciplines, the critical thinking, communication and interpersonal skills to be effective business advisors, and the ethical grounding to act with integrity.

An undergraduate accounting or business major is not necessary and work experience is not a requirement for admission to the MAcc. Entering students must demonstrate competency in introductory and intermediate financial accounting, introductory managerial accounting, business statistics, and business finance. Students with an undergraduate degree in accounting meet the competency requirement by having earned a B- or better in these topics at an AACSB-accredited school. Students with an AACSB accredited accounting undergraduate degree who earned less than a B- or better in these topics courses and students with a non-AACSB accredited accounting undergraduate degree must demonstrate competency by passing the on-campus competency exams, or by completing the competency courses for the MAcc degree. In addition, to meet the competency requirement for the technical communications course, entering students with an AACSB accredited accounting undergraduate degree must have earned a B- or better and the course must be taught in English.

Our mission as a School of Accountancy in a great private university dedicated to the public good is to foster Enlightened Practice, Professional Achievement, Knowledge Creation and a Commitment to Community among its graduates, faculty and others engaged in the accounting profession and related disciplines.

- Enlightened Practice means ensuring that our graduates understand the theory and practice of accounting and its ramifications on society, the profession and organizations.
- Professional Achievement includes accomplishment at each level of one’s career and commitment to life-long learning, competence and integrity.
- Knowledge Creation means scholarship which improves our understanding of accounting, the practice of accounting and the process of educating future accountants.
- Commitment to Community is the process of giving of oneself both to the community that supports one’s efforts and achievements and to the community at large. Commitment to Community is a vital aspect of the accounting profession and is critical to the School’s ongoing success.
The Master of Accountancy (MAcc) is a comprehensive program of study with focus on in-depth accounting knowledge and skills. MAcc students hone their skills as professional business advisors and increase their breadth of understanding of related disciplines, including information technology, taxation, valuation, assurance, and the social and ethical responsibilities for professional accountants.

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

**Master of Accountancy in Accounting**

- Application fee $100 non-refundable
- GMAT or GRE Scores required. To have your GMAT or GRE scores reported to Daniels, please use the following codes: GMAT code MZR-GT-43 and the GRE code is 4842.
  - GMAT will be waived if one of the following conditions are met:
    - Has obtained a bachelor degree in accounting (or business with a major in accounting) from an AACSB accredited university with a GPA of at least 3.25 overall and at least 3.0 in the undergraduate accounting coursework.
    - The student has a graduate degree from a regionally accredited school.
    - Has passed four parts of the CPA exam.
- Official Transcripts: Submit one official transcript from each higher educational institution you attended in officially sealed envelopes.
- Submit a resume that focuses on your unique strengths and accomplishments.
- Two letters of recommendation are required from individuals (non-relatives) who can evaluate your academic and/or work performance as well as your potential for success in graduate school.
- Two required and one optional essay. Essays are assessed for clarity, organization, conciseness and grammar. Through the essays, you can communicate what you hope to achieve at Daniels and how you will contribute to the Daniels community.
- Admissions Interview: Applicants are contacted by a Daniels representative to schedule the admissions interview, which will be conducted in person, by phone, or via web cam.
- Tuition Deposit: If accepted into the program, a $500 deposit is due to reserve your seat. This deposit is non-refundable and is credited toward your first tuition payment.

**Master of Accountancy in Accounting with a Concentration in Taxation**

- Application fee $100 non-refundable
- GMAT or GRE Scores required. To have your GMAT or GRE scores reported to Daniels, please use the following codes: GMAT code MZR-GT-43 and the GRE code is 4842.
  - GMAT will be waived if one of the following conditions are met:
    - Has obtained a bachelor degree in accounting (or business with a major in accounting) from an AACSB accredited university with a GPA of at least 3.25 overall and at least 3.0 in the undergraduate accounting coursework.
    - The student has a graduate degree from a regionally accredited school.
    - Has passed four parts of the CPA exam.
- Official Transcripts: Submit one official transcript from each higher educational institution you attended in officially sealed envelopes.
- Submit a resume that focuses on your unique strengths and accomplishments.
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**Master of Accountancy in Accounting**

**Degree Requirements**

Students with an AACSB accredited accounting undergraduate degree who earned a B- or better in required topics courses

**Daniels Compass Courses**

<table>
<thead>
<tr>
<th>Maximum number of required credits for Daniels Compass Courses</th>
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<tbody>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
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<td>ACTG 4620</td>
<td>Accounting Ethics</td>
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## Accounting Core Courses

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACTG 4155</td>
<td>Accounting Information Technology Systems and Business Environment</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4575</td>
<td>AIS Risk, Control and Audit</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4240</td>
<td>Topics &amp; Cases-Financial Actg</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4340</td>
<td>Topics &amp; Cases-Managerial Actg</td>
<td>4</td>
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</tbody>
</table>

### Approved accounting electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 4176</td>
<td>DB Sys Devlpmt, Audit &amp; Ctrl</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4284</td>
<td>Consolidated Financial Statmt</td>
<td>2</td>
</tr>
<tr>
<td>ACTG 4285</td>
<td>Actg. for Foreign Operations</td>
<td>2</td>
</tr>
<tr>
<td>ACTG 4354</td>
<td>Cost Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4400</td>
<td>Tax Aspects of Busi Decision</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4462</td>
<td>Corp Partnership &amp; Taxation</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4520</td>
<td>Forensic Accounting &amp; Auditing</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4551</td>
<td>Auditing</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4552</td>
<td>Advanced Auditing</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4557</td>
<td>Fair Value Auditing</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4607</td>
<td>Not-For-Profit &amp; Gov Actg</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4700</td>
<td>Graduate Seminar in Accounting</td>
<td>1-17</td>
</tr>
<tr>
<td>ACTG 4710</td>
<td>Managing the Family Business</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4740</td>
<td>Valuation and Modeling</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4750</td>
<td>Valuing a Business</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4760</td>
<td>CEOs &amp; Corporate Governance</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4880</td>
<td>Internship - Graduate</td>
<td>0-4</td>
</tr>
</tbody>
</table>

### Approved business or accounting electives

Minimum number of credits required: 8

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1. To meet the competency requirement for the technical communications course, entering students with an AACSB accredited accounting undergraduate degree must have earned a B- or better and the course must have been taught in English.

2. Must be advisor approved. Faculty advisors help you build a customized degree to meet your learning goals. Entering students must demonstrate competency in introductory and intermediate financial accounting, introductory managerial accounting, business statistics, business finance, and business communication by earning an AACSB accredited accounting undergraduate degree with a B- or better in required topics courses. An overall GPA of 3.0 and an accounting GPA of 3.0 is required for graduation. Electives must be graduate (4000-level) courses.

## Degree Requirements

Students with an AACSB accredited accounting undergraduate degree who earned less than a B- or better in these topics courses and students with a non-AACSB accredited accounting undergraduate degree

## Coursework Requirements

### Daniels Compass Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 4620</td>
<td>Accounting Ethics</td>
<td>4</td>
</tr>
</tbody>
</table>

### Accounting Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ACTG 4155</td>
<td>Accounting Information Technology Systems and Business Environment</td>
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</table>

### Foundation Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 4410</td>
<td>Financial Planning &amp; Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

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1. To meet the competency requirement for the technical communications course, entering students with an AACSB accredited accounting undergraduate degree must have earned a B- or better and the course must have been taught in English.

2. Must be advisor approved. Faculty advisors help you build a customized degree to meet your learning goals. Entering students must demonstrate competency in introductory and intermediate financial accounting, introductory managerial accounting, business statistics, business finance, and business communication by earning an AACSB accredited accounting undergraduate degree with a B- or better in required topics courses. An overall GPA of 3.0 and an accounting GPA of 3.0 is required for graduation. Electives must be graduate (4000-level) courses.
STAT 4610  Business Statistics  4
ACTG 4700  Graduate Seminar in Accounting  4
ACTG 4610  Financial Accounting and Reporting  4
ACTG 4660  Strategic Cost Management  4
ACTG 4281  Intermediate Financial Actg I  4
ACTG 4282  Intermediate Financial Actg II  4

Approved business or accounting electives  8

Approved accounting electives ¹  8

ACTG 4176  DB Sys Devlpmnt, Audit & Ctrl  4
ACTG 4284  Consolidated Financial Statmnt  2
ACTG 4285  Actg. for Foreign Operations  2
ACTG 4354  Cost Accounting  4
ACTG 4400  Tax Aspects of Busi Decision  4
ACTG 4462  Corp Partnership & Taxation  4
ACTG 4520  Forensic Accounting & Auditing  4
ACTG 4551  Auditing  4
ACTG 4552  Advanced Auditing  4
ACTG 4557  Fair Value Auditing  4
ACTG 4607  Not-For-Profit & Gov Actg  4
ACTG 4700  Graduate Seminar in Accounting  1-17
ACTG 4710  Managing the Family Business  4
ACTG 4740  Valuation and Modeling  4
ACTG 4750  Valuing a Business  4
ACTG 4760  CEOs & Corporate Governance  4
ACTG 4880  Internship - Graduate  0-4

Minimum number of credits required  40-68

¹ Must be advisor approved. Faculty advisors help you build a customized degree to meet your learning goals. Entering students must demonstrate competency in introductory and intermediate financial accounting, introductory managerial accounting, business statistics, business finance, and business communication. Students with an AACSB accredited accounting undergraduate degree who earned less than a B- or better in the required topics courses and students with a non-AACSB accredited accounting undergraduate degree must demonstrate competency by passing the on-campus competency exams, or by completing the competency courses for the Macc degree. An overall GPA of 3.0 and an accounting GPA of 3.0 is required for graduation. Electives must be graduate (4000-level) courses.

Minimum number of credits required for degree: 40-68

Courses

ACTG 4155 Accounting Information Technology Systems and Business Environment (4 Credits)
This course will introduce you to the study of Accounting Information Systems (AIS) that utilize a Database Management System (DBMS) specifically Microsoft Access (MSA). You will gain a basic understanding of how to develop a beginning-to-intermediate AIS data and processes using system flow charts (SEC), entity relationship diagrams (ERDs) and data flow diagrams (DFDs) utilizing MS Visio software. Cross-listed with ITEC 3155, ITEC 4155.

ACTG 4176 DB Sys Devlpmnt, Audit & Ctrl (4 Credits)

ACTG 4220 Financial Actg & Analysis (4 Credits)
Cross-listed with ACTG 3230.

ACTG 4222 Understanding Financial Stmts (4 Credits)
At the conclusion of this course the student should understand: 1) management decisions that impact published financial statements, 2) fundamentals of interpretation and analysis of financial statements, 3) economic and ethical issues relating to financial reporting, and 4) management attempts to enhance reported operating results. Cross listed with ACTG 3220.

ACTG 4240 Topics & Cases-Financial Actg (4 Credits)

ACTG 4281 Intermediate Financial Actg I (4 Credits)
Introduces key accounting concepts such as revenue recognition, matching principle, and accounting cycle. How to account for various transactions and learn role and purpose of balance sheet, income statement, and statement of cash flows. How various transactions affect these statements and how statements interrelate. Cross-listed with 3281. Prerequisite: MBA 4110, MBA 4111, or MS finance degree student.
ACTG 4282 Intermediate Financial Actg II (4 Credits)
Enhances understanding of financial statements and develops insight into treatment of such advanced financial accounting topics as consolidated financial statements, accounting for leases, currency translation, and options and futures impacts. GAAP (Generally Accepted Accounting Principles) to restate financial statements for differences between companies. Emphasis on impact of financial transactions and how to better evaluate firms' performances. Reflects a user's perspective rather than a preparer's perspective. Not open to MAcc students. Cross listed with ACTG 3068. Prerequisite: ACTG 4281. Cross-listed with ACTG 3068.

ACTG 4284 Consolidated Financial Statmnt (2 Credits)
This course covers consolidation procedures, issues in the preparation and presentation of consolidated information, and interpretation of consolidated financial statements. Cross-listed with ACTG 3284. Prerequisite: ACTG 4282, ACTG 3282 or ACTG 3068.

ACTG 4285 Actg. for Foreign Operations (2 Credits)
Topics covered in this course include the financial statement impact of doing business in a foreign currency, having foreign subsidiaries or operations, and certain hedging activities. Prerequisite: ACTG 4282, ACTG 3282 or ACTG 3068.

ACTG 4340 Topics & Cases-Managerial Actg (4 Credits)
Research and presentation (oral and written) of cases in managerial accounting involving internal reporting, internal uses of financial data, and effects on and considerations of interpersonal and interorganizational relationships. Cross-listed with ACTG 3284. Prerequisite: ACTG 4354 or permission of instructor.

ACTG 4354 Cost Accounting (4 Credits)
Accounting information in manufacturing enterprises, standard costs, and budgets. Open to students not having ACTG 3354 or equivalent. Prerequisite: MBA 4110, MBA 4111, or equivalent.

ACTG 4400 Tax Aspects of Busi Decision (4 Credits)
Prerequisite: ACTG 4610.

ACTG 4410 Federal Income Taxation (4 Credits)
Cross-listed with ACTG 3461.

ACTG 4462 Corp Partnership & Taxation (4 Credits)
Cross-listed with ACTG 3462.

ACTG 4520 Forensic Accounting & Auditing (4 Credits)
Opportunity to learn, study, and discuss practical aspects of accounting as it is used to detect and prosecute fraud. Students will be exposed to and shown how to deal with improprieties, common fraud schemes, illegalities, and harassments. Prerequisite: ACTG 3551.

ACTG 4551 Auditing (4 Credits)
This course covers professional ethics and legal environment, generally accepted auditing standards (GAAS), internal control, audit documentation and auditors reports. Cross listed with ACTG 3551.

ACTG 4552 Advanced Auditing (4 Credits)
This course is designed to build on the foundation of auditing knowledge developed in ACTG 4551 and apply that knowledge to specific accounts and assertions in a financial statement audit. Students also examine selected SEC enforcement actions and discuss what audit procedures may have been beneficial to prevent the misstatement. Prerequisite: ACTG 4551 or ACTG 3551.

ACTG 4557 Fair Value Auditing (4 Credits)
The purpose of this course is to expose students to the accounting, economic and valuation concepts and challenges that are relevant to auditing fair value measurements and disclosures in financial statements. The role of the FASB, PCAOB, SEC and other standards setters on fair value accounting and measurements are explored. Prerequisite: ACTG 4551 or ACTG 3551.

ACTG 4575 AIS Risk, Control and Audit (4 Credits)
This course covers the topics of risk, associated internal controls and IT audit of accounting information systems. The course outcomes are the skills to analyze and document AIS, perform a risk assessment, evaluate and document current IC and articulate the best practice in internal control frameworks such as COSO, COSO ERM, Cobi 4.1, etc. Student also recommend revised/new IC based on the frameworks, understand CPA risk-based audit standards SAS 104-109 and demonstrate knowledge and skills concerning IT audit techniques known as Computer Assisted Audit Techniques (CAATs) requiring general audit software such as IDEA. Prerequisite: ACTG 4155 or ITEC 3155.

ACTG 4607 Not-For-Profit & Gov Actg (4 Credits)
Accounting methods for governmental bodies and public and private not-for-profit institutions. Cross listed with ACTG 3607. Prerequisite: ACTG 3038, ACTG 3281 or ACTG 4281.
ACTG 4610 Financial Accounting and Reporting (4 Credits)
The purpose of this course is to provide you with an understanding of financial statements issued by companies to external parties, such as shareholders, creditors, and government agencies such as the Securities and Exchange Commission (SEC). To achieve this purpose, the course will: 1) introduce students to the most important issues relating to the assets, liabilities, and stockholders' equity accounts reported on the balance and income statement reporting issues; 2) provide students with sufficient understanding of the reporting mechanics to locate and interpret relevant information in the financial statements; 3) assist students in developing skills that can be used in analyzing financial information provided by companies; and 4) examine major transaction categories and accounting policies of business firms and their financial statement implications. Upon completion of the course, students should be able to appreciate both the usefulness and the limitations of accounting information. The perspective of the course is at all times that of the USER, rather than a PREPARERE, of financial statements.

ACTG 4620 Accounting Ethics (4 Credits)
This course focuses on the idea of community and the ethical and social relationships of accounting leaders and business organizations in their communities. The course focus is on the role of the accounting professional and the unique and special responsibilities associated with that role. This is examined by analyzing a variety of issues that students will face during their careers. The goal is to provide students with generalized understanding and skills that can be employed in dealing with other issues that emerge directly relate to the state Code of Professional Conduct applicable to CPAs, the Code provisions are discussed and analyzed. Cross-listed with BUS 4620. Prerequisite: BUS 4610.

ACTG 4660 Strategic Cost Management (4 Credits)
Strategic cost management methods and practices focus on how to help the firm succeed in contemporary business. Topics in the course include balanced scorecard, cost-volume-profit analysis, target costing, standard costing, and management control. The course will enable students to apply strategic thinking to management planning, decision-making, and management reporting. Prerequisite: ACTG 4610.

ACTG 4700 Graduate Seminar in Accounting (1-17 Credits)
ACTG 4701 Special Topics in Accounting (1-5 Credits)
ACTG 4702 Special Topics in Accounting (1-5 Credits)
ACTG 4703 Special Topics in Accounting (1-5 Credits)
ACTG 4704 Special Topics in Accounting (1-5 Credits)
ACTG 4705 Topics in Accounting (1-4 Credits)
ACTG 4710 Managing the Family Business (4 Credits)
Explores the business, personal, and interpersonal issues of family-owned and managed businesses. Strengths and weaknesses of family businesses and behavioral issues special to these issues; analytical skills pertinent to these issues; ability to manage effectively and cope interpersonally within these complex and offer emotionally charged situations; understand family patterns and dynamics and their relationship to family-owned businesses; consider impact that a family business may have on a student's career.

ACTG 4740 Valuation and Modeling (4 Credits)
The ultimate purpose of the course is to improve professional decision-making skills. Professional decisions are made using a combination of judgment and analysis. Even skilled professionals (in any field) will make incorrect decisions when working with incorrect or insufficient information. Thus, one key to improving decision-making is improving analytical insights and skills. This course emphasizes the definition, construction, uses and limitations of popular financial models and instruments. Further, the class focuses on how the instruments are used, why they are used and how decisions to use such instruments and tools/techniques to value them are made.

ACTG 4750 Valuing a Business (4 Credits)
This course explores all major aspects of business valuation. Students not only study valuation theory, they appraise an actual business and draft a valuation report in compliance with the American Institute of Certified Public Accountants Statement on Standards for Valuation Services (SSVS) and Reporting Standards of the National Association of Certified Valuation Analysts (NACVA). Prerequisite: ACTG 3068 or ACTG 4282.

ACTG 4760 CEOs & Corporate Governance (4 Credits)
This course examines the current and pressing issue of corporate governance, in its ethical, legal, and social dimensions. Students read the latest views of scholars and experts and gain the perspectives of corporate CEOs and other organization leaders. Topics explored include the history of various governance models, public policy on corporate governance, corporate board functions and responsibilities, the dynamics between CEOs and boards, ethical leadership and corporate culture, ethics and compliance programs, executive liability, nonprofit corporate governance, board and audit committee responsibilities, restructuring and governance, executive compensation problems and solutions, shareholder activism, and corporate governance reforms. Cross-listed with LGST 4760. Prerequisite: BUS 4620. MSAcc students only.

ACTG 4795 Graduate Research Sem-Actg (1-17 Credits)
ACTG 4880 Internship - Graduate (0-4 Credits)
Hours and times arranged by student.

ACTG 4991 Independent Study (1-10 Credits)
Hours and times arranged by student.

ACTG 4992 Directed Study (1-10 Credits)
Master of Science in Business Analytics

A 12-36-month, full or part-time, 58-credit program with three components: Business Analytics Core (38 credits), the Daniels Compass (8 credits) and Electives (12 credits). Ethics and values-based leadership are integrated throughout the curriculum.

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

Master of Science in Business Analytics

- Application fee $100 non-refundable
- GMAT or GRE Scores required. Applicants who wish to be considered for merit-based scholarships or graduate assistantships must take the GMAT.
  To have your GMAT or GRE scores reported to Daniels, please use the following codes: GMAT code MZR-GT-43 and the GRE code is 4842.
- Official Transcripts: Submit one official transcript from each higher educational institution you attended in officially sealed envelopes.
- Submit a resume that focuses on your unique strengths and accomplishments.
- Two letters of recommendation are required from individuals (non-relatives) who can evaluate your academic and/or work performance as well as your potential for success in graduate school.
- Two required and one optional essay. Essays are assessed for clarity, organization, conciseness and grammar. Through the essays, you can communicate what you hope to achieve at Daniels and how you will contribute to the Daniels community.
- Admissions Interview: Applicants are contacted by a Daniels representative to schedule the admissions interview, which will be conducted in person, by phone, or via web cam.
- Tuition Deposit: If accepted into the program, a $500 deposit is due to reserve your seat. This deposit is non-refundable and is credited toward your first tuition payment.

Master of Science in Business Analytics

Core coursework requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUS 4610</td>
<td>The Essence of Enterprise</td>
<td>4</td>
</tr>
<tr>
<td>BUS 4620</td>
<td>Ethics for the 21st Century Professional</td>
<td>4</td>
</tr>
<tr>
<td>INFO 4100</td>
<td>Business Intelligence, Data Warehousing, Corporate Decision Making and Leadership</td>
<td>4</td>
</tr>
<tr>
<td>INFO 4140</td>
<td>Business Databases</td>
<td>4</td>
</tr>
<tr>
<td>STAT 4610</td>
<td>Business Statistics</td>
<td>4</td>
</tr>
<tr>
<td>INFO 4200</td>
<td>Business Intelligence Capstone Planning</td>
<td>2</td>
</tr>
<tr>
<td>INFO 4240</td>
<td>Data Warehousing</td>
<td>4</td>
</tr>
<tr>
<td>INFO 4280</td>
<td>Project Management</td>
<td>4</td>
</tr>
<tr>
<td>INFO 4300</td>
<td>Predictive Analytics</td>
<td>4</td>
</tr>
<tr>
<td>INFO 4340</td>
<td>Data Mining and Visualization</td>
<td>4</td>
</tr>
<tr>
<td>INFO 4380</td>
<td>Decision Processes</td>
<td>4</td>
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<tr>
<td>INFO 4400</td>
<td>Business Analytics Capstone</td>
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</table>

Elective requirements

12 credits in electives required in 4000 level Daniels courses.

<table>
<thead>
<tr>
<th>Course</th>
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</table>

Total Credits 58

Courses

INFO 4100 Business Intelligence, Data Warehousing, Corporate Decision Making and Leadership (4 Credits)
This course provides an overview of business intelligence: how data are generated, collected, actively warehoused and analyzed to support decision making. It addresses how to combine data with corporate processes and culture to gain new insights to empower corporate strategy and improve daily operations.

INFO 4140 Business Databases (4 Credits)
This is an introductory database course which covers enterprise database design, modeling and implementation.

INFO 4200 Business Intelligence Capstone Planning (2 Credits)
This course provides the foundation for the capstone course. Students begin the planning phase for their culminating project, identifying a business need and company with which to partner. Students then outline the problem, determine objectives and project deliverables, create a document of understanding, and produce a work plan. Prerequisite: STAT 4610.
INFO 4240 Data Warehousing (4 Credits)
This course addresses how to extract and time stamp data from many different business databases, transform it into a common compatible format, and load it into the data warehouse. The course includes using the data warehouse for real time queries as well as generating longer period reports for strategy considerations. Data marts and data mining are also included as part of this course. Prerequisites: INFO 4100 and INFO 4140.

INFO 4280 Project Management (4 Credits)
In this course students examine the science, practice the art, and discuss the folklore or project management to enable them to contribute to and manage projects as well as to judge when to apply this discipline. The course also covers the use of MS Project Professional as a management tool and Crystal Ball as a Monte Carlo simulator for project exercises. Students also learn the fundamentals of process and project simulation for business decision-making. Prerequisite: INFO 4100.

INFO 4300 Predictive Analytics (4 Credits)
This course is designed to prepare students for managerial data analysis and data mining, predictive modeling, model assessment and implementation using large data sets. The course addresses the how, when, why and where of data mining. The emphasis is on understanding the application of a wide range of modern techniques to specific decision-making situations, rather than on mastering the theoretical underpinnings of the techniques. The course covers methods that are aimed at prediction, forecasting, classification, clustering and association. Students gain hands-on experience in using computer software to mine business data sets. Prerequisite: STAT 4610.

INFO 4340 Data Mining and Visualization (4 Credits)
In this course, students create business intelligence tools such as balanced scorecards, data visualization and dashboards to inform business decisions. The course focuses on the identification of metrics, measures, indicators and key performance indicators for a variety of business operations. The focus is on the advantages and disadvantages of various modeling methodologies and implementations moving towards performance improvement. Prerequisite: STAT 4610.

INFO 4380 Decision Processes (4 Credits)
This course addresses the process of decision making in the enterprise: who makes what decisions based on what information and for what purpose. Business Intelligence is premised on the HP motto: "in God we trust. All others bring data." But what is the cost of collecting and analyzing the data and presenting the results, and what decisions justify that cost? Is the transformation from data to decision always rational, and what are the common pitfalls for human decision makers? We examine the results of recent experiments from behavior economics and their relevance to making business decisions. Prerequisite: INFO 4100.

INFO 4400 Business Analytics Capstone (4 Credits)
This course gives students an opportunity to apply the knowledge and skills learned in this program to a real-world problem submitted by a partner business. Students take a business problem from model construction and data collection through an analysis and presentation of results to recommendations for specific business decisions. Prerequisite: INFO 4200.

INFO 4520 Health Informatics (4 Credits)
Annual health care spending in the United States exceeds 16% of GDP ($2 Trillion) and is expected to continue to increase. The effective use of information technology is perceived as an important tool in increasing the access to and quality of health care delivery in a cost effective manner. This course examines the role of health informatics in the health care deliver and management process. The objectives of this course are to familiarize students with the critical issues and challenges faced by those in the health care environment, what technologies are or will soon be available to potentially address these issues and challenges, potential barriers professionals employed in the health care field may face deploying and managing these technologies, and possible strategies to assist these professionals in addressing and overcoming these barriers. This course focuses on four major areas related to health informatics: the role of electronic health records, clinical decision support systems, analytics, and other e-health initiatives such as mobile technologies and telehealth.

INFO 4700 Topics in Business Analytics (4 Credits)
Exploration of current trends and topics in business analytics. Prerequisite: INFO 4100.

INFO 4991 Independent Study (0-10 Credits)
INFO 4992 Directed Study (1-4 Credits)

Graduate School of Professional Psychology

The Graduate School of Professional Psychology offers four degrees, including the Doctor of Psychology (PsyD), that all aim to prepare graduate students for professional, and especially clinical, practice. Focusing on applied professional work from a practitioner-scholar perspective, the Graduate School of Professional Psychology also offers master's-level programs in Sports and Performance Psychology, International Disaster Psychology, and Forensic Psychology. Our goals are to train professionals in understanding human behavior through the integration of theory, research, and practice and to improve the human condition through competent and ethical service.

Professional Psychology

Office: Ammi Hyde Building
Mail Code: 2450 S. Vine Street, Denver, CO 80208
Phone: 303-871-3736
Email: gsppinfo@du.edu
Master of Arts in Forensic Psychology

The Master of Arts in forensic psychology was first offered at the GSPP in 1999 in response to the growing interest in the rapidly developing field of forensic psychology. The degree supplements fundamental master's level clinical psychology training with course work and practicum experiences in the area of psychology and law. The Master's Degree in forensic psychology concerns the application of psychological theory, knowledge, skills and competencies to the civil and criminal justice systems. It is designed to train students to become mental health professionals, able to work in a variety of clinical settings within the criminal and civil legal system, including but not limited to: adult, juvenile and child populations; victim assistance; police consultation; correctional institutions; domestic violence and child abuse programs; and trial consulting. The MAFP Program is unique in many respects. Our curriculum, consisting of 90 credits, is forensically and clinically based, with an emphasis on applied practice. Students complete two year-long field placements, allowing for the exploration of different forensic interests and providing them with a solid clinical foundation. Students benefit from the expertise of core and adjunct faculty who are active practitioners and scholars in the field.

Master of Arts in International Disaster Psychology

The University of Denver, Graduate School of Professional Psychology is proud to offer our Master’s Program in International Disaster Psychology. This degree is designed for those who wish to provide effective mental health and psychosocial services to individuals and communities in the US and globally who are affected by traumatic events, acute and chronic civil conflict, natural disasters, and health-related pandemics. Our program is recognized for ‘Innovative Graduate Training’ by both the American Psychological Association & the National Council of Schools in Professional Psychology, and is the first master’s program of its kind in the nation.

Through academic coursework and practical experiences students develop a solid foundation for knowledge and skills in the mental health field and unique and specific approaches in the field of international disaster psychology. Students receive essential opportunities to integrate knowledge with practice in contextually relevant and culturally competent ways. Internship experiences domestically and abroad, disaster simulation exercises, and classroom case studies support an integrated training experience helping students bring a “best practice” model to their work in a variety of psychosocial and mental health contexts internationally and in the U.S.

Instruction is provided in diverse areas including international disaster psychology, trauma intervention, disaster mental health, gender-based violence, crisis intervention, group dynamics, loss and grief, the effects of trauma on life-span development, psychotherapeutic models, program evaluation and research, global health, and cross-cultural foundations. Faculty expertise addresses the full span of mental health and psychosocial work that is necessary for effective work in this innovative field.

Our graduates work in a variety of professional settings providing direct services to populations affected by trauma, training and consulting with community, non-governmental and government agencies to promote psychosocial wellness of affected populations, developing emergency preparedness and response plans, and monitoring and evaluating psychosocial interventions. With comprehensive and specialized training in this emerging field of international disaster psychology, our students are prepared to make a difference in the world.

Master of Arts in Sport & Performance Psychology

The University of Denver Graduate School of Professional Psychology (GSPP), with its history of pioneering innovative training in psychology is excited to offer a new Master of Arts degree in Sport and Performance Psychology. This degree is intended for individuals in the sport, performing arts, health and fitness, or mental health fields who want to develop their ability to improve the performance and lives of those with whom they work. Those applicants involved in coaching and teaching in sport and performance settings are encouraged to add to their skills and abilities through this training. Denver's passion for sports and a thriving performing arts scene make it a perfect place to master the practice of sport and performance psychology. Students in the MASPP program are encouraged to continue their training by applying to the PsyD program.

The field of sport and performance psychology is concerned with the psychological factors that influence human performance. Simply put, sport and performance psychology is about improving the lives of others. It involves assessment and intervention strategies that enhance an individual’s performance and personal growth.

GSPP’s program is unique and pioneering in many respects. There are four areas in which this program truly stands out from other educational opportunities in the field of sport and performance psychology: our applied focus, the curriculum, practicum opportunities, and the faculty. The program provides the necessary training for an individual to become a competent, proficient sport and performance psychologist with the completion of a psychology doctoral program. The MASPP will help those who coach and work with others do their job more effectively and experience more rewarding outcomes.

Doctor of Psychology in Professional Psychology

The PsyD program of the University of Denver is housed in the Graduate School of Professional Psychology (GSPP). GSPP’s mission is to provide an innovative educational environment that promotes the application of psychological theory, knowledge, skills, and attitudes/values to professional practice. The mission of the PsyD program is to train competent doctoral level practitioner/scholars who have foundational interpersonal and scientific skills, and have a functional mastery of psychological assessment and intervention, and can apply this knowledge and skill in a wide range of settings, with a variety of populations.
Program Accreditation
The PsyD program has been continuously accredited by the American Psychological Association since 1979, and has a strong foundation in the practitioner/scholar model of training (also known as the Vail model).

Master of Arts in Forensic Psychology

- **GRE Requirements**: The GRE general exam is required for all applicants; the GRE psychology subject test is optional.
  - To schedule your test date, call 1-800-GRE-CALL, or visit the GRE website (http://www.ets.org). The University requires that the GRE General exam has been taken within the last five years. The GRE psychology subject test is optional.
  - Please have your official scores sent to the University of Denver, school code 4842.
  - Applicants should take the General GRE no later than the December testing date of the academic year before potential enrollment in GSPP.
  - GSPP does not have GRE cutoff scores; we evaluate the GRE along with the rest of the application.

- **TOEFL or IELTS Score Requirement**: (Required of all graduate applicants whose native language is not English, regardless of citizenship status): 550 pBT; 80 iBT; or 6.0 IELTS

- **Essay Responses**: Please respond to these questions (http://www.du.edu/gspp/programs/ma-forensic/mafp-essay.html) and upload your responses when requested in the online application (https://du-grad.edu.185r.net/application/login). A personal statement will not be accepted in lieu of these essay questions.

- **Letters of Recommendation**: For all programs, two letters of recommendation are required, (three are STRONGLY recommended). It is helpful, not required, to have 1 letter of recommendation which speaks to your academic abilities. You will submit your referees names and email addresses on the electronic application (https://du-grad.edu.185r.net/application/login). Please be sure your referee email addresses are correct as the University of Denver will be contacting your referees directly for their reference letters. Delays in reaching your referees may result in delays processing and reviewing your application.

- **Official Sealed Transcripts**: one official copy is required from all institutions where more than two credits were completed
- **NOTE**: Do NOT wait for grades/degrees to be posted on your transcript. If you are offered admission you will provide final transcripts at that time.

- **Prerequisite Classes**: This requirement is for applicants who do NOT have a BA with a psychology major or minor.
  - abnormal psychology,
  - child psychology,
  - experimental psychology (requires that the student complete the content portion of an experimental psychology class [e.g., learning, perception, cognition, motivation, physiology, which also requires the student to perform one or more direct experiments using the scientific method applied to some empirical question. This second requirement is often met by taking an experimental lab associated with the course),
  - personality theory,
  - statistics.
  - For applicants WITHOUT a psychology background, you are required to complete four (4) psychology courses, earning a ‘B’ or better in these classes. We recommend the following courses to give you a foundation in psychology:

These recommended classes can be completed by course work or by obtaining a score of at least 660 on the Psychology Subject Graduate Record Examination (GRE). Applicants offered admission should be aware that all psychology classes must be completed before registration in September.

Please indicate your plan to meet the prerequisite in your application.

- **GPA and Testing Requirements**: The school expects an undergraduate grade point average (GPA) of at least 3.5 and a graduate GPA of 3.0. Higher scores may make an application more competitive. GSPP reviews each application in its entirety to determine all assets an applicant brings to the program. Please be sure to highlight your strengths if your GRE scores/GPA are somewhat lower than our baseline scores.

- **Paid or Volunteer Clinical Experience**: Having paid or volunteer experience providing services to clients having emotional, behavioral, or developmental disorders is an asset. Please detail your experience in your resume/curriculum vita.

In reviewing applications, we are concerned with the quality of the whole application, evidence of academic ability, quality of work done in the human service role, how referees view the applicants potential to become a professional psychologist, and how the applicant presents him or herself in answering questions on the Supplemental Application. Our aim is to enroll people who have an appreciation of psychology as a scientifically based discipline and sufficient emotional and social maturity to function effectively in applied professional work. Even though we do not require an undergraduate major in psychology, we expect applicants to have knowledge of and curiosity about psychological theory and issues.

Master of Arts in International Disaster Psychology

- **GRE Requirements**: The GRE general exam is required for all applicants; the GRE psychology subject test is optional.
  - To schedule your test date, call 1-800-GRE-CALL, or visit the GRE website (http://www.ets.org). The University requires that the GRE General exam has been taken within the last five years.
  - Please have your official GRE scores sent to the University of Denver, school code 4842.
• Applicants should take the General GRE no later than the December testing date of the academic year before potential enrollment in GSPP.
• GSPP does not have GRE cutoff scores; we evaluate the GRE along with the rest of the application.

• TOEFL/IELTS Requirement (Required of all graduate student applicants whose native language is not English, regardless of citizenship status): 550 pBT; 80 iBT; or 6.0 IELTS

• Essay Responses: Please respond to these questions (http://www.du.edu/gspp/programs/ma-forensic/mafp-essay.html) and upload your responses when requested in the online application (https://du-grad.edu.185r.net/application/login). A personal statement will not be accepted in lieu of these essay questions.

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• Prerequisite Classes: This requirement is for applicants who do NOT have a BA with a psychology major or minor.
• abnormal psychology,
• child psychology,
• experimental psychology (requires that the student complete the content portion of an experimental psychology class [e.g., learning, perception, cognition, motivation, physiology, which also requires the student to perform one or more direct experiments using the scientific method applied to some empirical question. This second requirement is often met by taking an experimental lab associated with the course),
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These recommended classes can be completed by course work or by obtaining a score of at least 660 on the Psychology Subject Graduate Record Examination (GRE). Applicants offered admission should be aware that all psychology classes must be completed before registration in September.

Please indicate your plan to meet the prerequisite in your application.

• GPA and Testing Requirements: GSPP does not have cut-off scores for GPA and/or GRE scores. The school prefers an undergraduate grade point average (GPA) of 3.5 and a graduate GPA of 3.0. Higher scores may make an application more competitive. GSPP reviews each application in its entirety to determine all assets an applicant brings to the program. Please be sure to highlight your strengths if your GRE scores/GPA are somewhat lower than our baseline scores.

• Paid or Volunteer Clinical Experience: Having paid or volunteer experience providing services to clients affected by emotional, behavioral, or developmental disorders and/or involvement with organizations providing emergency and/or disaster relief services are assets. Although not required, international service learning, study abroad and/or work experiences are assets. Please detail your experience in your resume/curriculum vita.

In reviewing applications, we are concerned with the quality of the whole application, evidence of academic ability, quality of work done in the human service role, how referees view the applicants potential to become a professional psychologist, and how the applicant presents him or herself in answering questions on the Supplemental Application. Our aim is to enroll people who have an appreciation of psychology as a scientifically based discipline and sufficient emotional and social maturity to function effectively in applied professional work. Even though we do not require an undergraduate major in psychology, we expect applicants to have knowledge of and curiosity about psychological theory and issues.

Master of Arts in Sport & Performance Psychology

• GRE Requirements: The GRE general exam is required for all applicants; the GRE psychology subject test is optional.
• To schedule your test date, call 1-800-GRE-CALL, or visit the GRE website (http://www.ets.org). The University requires that the GRE General exam has been taken within the last five years.
• Please have your official GRE scores sent to the University of Denver. school code 4842.
• Applicants should take the General GRE no later than the December testing date of the academic year before potential enrollment in GSPP.
• GSPP does not have GRE cutoff scores; we evaluate the GRE along with the rest of the application.

• TOEFL/IELTS Requirement (Required of all graduate student applicants whose native language is not English, regardless of citizenship status): 550 pBT; 80 iBT; or 6.0 IELTS

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  - child psychology,
  - experimental psychology (requires that the student complete the content portion of an experimental psychology class [e.g., learning, perception, cognition, motivation, physiology, which also requires the student to perform one or more direct experiments using the scientific method applied to some empirical question. This second requirement is often met by taking an experimental lab associated with the course),
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      - To have your official scores sent to the University of Denver, please use school code 4842; and if asked, use department code 2001.
      - Applicants should take the General GRE no later than the December testing date of the academic year before potential enrollment in GSPP.
      - GSPP does not have GRE cutoff scores; we look for baseline scores of:
      - TOEFL/IELTS Requirement (required of all graduate applicants whose native language is not English, regardless of citizenship status): 550 pBT; 80 iBT; or 6.0 IELTS
      - **Essay Responses:** Please respond to these questions (http://www.du.edu/gspp/programs/ma-forensic/mafp-essay.html) and upload your responses when requested in the online application (https://du-grad.edu.185r.net/application/login). A personal statement will not be accepted in lieu of these essay questions.
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      - **NOTE:** Do NOT wait for grades/degrees to be posted on your transcript. If you are offered admission you will provide final transcripts at that time.
• **Prerequisite Classes:** This requirement is for applicants who do NOT have a BA with a psychology major or minor OR applicants who do NOT have a MA/MS in clinical or counseling psychology. Applicants to the MASPP program are also exempt from this requirement.
  • abnormal psychology,
  • child psychology,
  • experimental psychology (requires that the student complete the content portion of an experimental psychology class [e.g., learning, perception, cognition, motivation, physiology, which also requires the student to perform one or more direct experiments using the scientific method applied to some empirical question. This second requirement is often met by taking an experimental lab associated with the course),
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**Master of Arts in Forensic Psychology**

Program requirements are designed to be completed in six academic quarters over two years. The University of Denver is on a quarter system, and students complete the program as a cohort, attending fall, winter, and spring quarters of both years. All students are required to successfully complete all courses, consisting of 90 quarter hours of coursework.

**Degree Requirements**

**Coursework Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 4000</td>
<td>Issues in Forensic Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4040</td>
<td>Issues in Forensic Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4080</td>
<td>Issues in Forensic Psychology III</td>
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</tr>
<tr>
<td>CPSY 4030</td>
<td>Clinical Interviewing and Theories of Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4050</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4070</td>
<td>Trauma &amp; Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4020</td>
<td>Psychopathology and Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4060</td>
<td>Psychology of Criminal Behavior</td>
<td>3</td>
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<tr>
<td>CPSY 4090</td>
<td>Issues in Measurement</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4010</td>
<td>Introduction to Statistics</td>
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<td>CPSY 4110</td>
<td>Conflict Resolution</td>
<td>3</td>
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<tr>
<td>CPSY 4380</td>
<td>Group Interventions</td>
<td>3</td>
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<tr>
<td>CPSY 4200</td>
<td>Practicum I</td>
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<tr>
<td>CPSY 4210</td>
<td>Practicum II</td>
<td>1-6</td>
</tr>
<tr>
<td>CPSY 4220</td>
<td>Practicum III</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4300</td>
<td>Eval and Treat Juv Offender</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4340</td>
<td>Psychopathology, Evaluation &amp; Treatment of the Adult Offender</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4100</td>
<td>Mental Health Law</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4310</td>
<td>Ethical Iss in Forensic Psyc</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4350</td>
<td>Sociocultural Issues in Forensic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4370</td>
<td>Substance Abuse</td>
<td>3</td>
</tr>
</tbody>
</table>
CPSY 4330  Cog Behavioral Interventions  3
CPSY 4360  Personality Assessment: Self Report  3
CPSY 4400  Personality Assessment: Projective  3
CPSY 4320  Cognitive Assessment  3
CPSY 4545  Lifespan Development and the Cultural Context  3
CPSY 4410  Criminal Evaluations  3
CPSY 4230  Practicum IV: Theories of Personality  3
CPSY 4240  Practicum V  1-6
CPSY 4250  Practicum VI  3

Minimum Number of Credits Required  90

Additional elective if wishing to pursue licensure in Colorado:
CPSY 4430  Career Counseling  3

Non-coursework Requirements

• Field Placements-We require that students engage in direct service through their field placements, working with diverse populations and in diverse settings. As an adjunct to their field placements, students are enrolled in case consultation/peer supervision courses that provide added support and foster development as professionals and practitioners.

• Clinical Competency Exam-Students will be required to pass a clinical competency exam in the spring of their second year. The oral exam is clinical in nature, and evaluates students on their mastery of the theoretical and conceptual underpinnings of forensic practice, as captured through our foundational competencies, and their ability to convey the technical and applied aspects of forensic practice, as reflected by our functional competencies.

• Personal Therapy-The Master’s in Forensic Psychology program requires personal therapy for all students. Faculty believe that personal therapy is a vital component of clinical psychology training and growth, and that it is the professional responsibility of every clinician to identify, address, and work through personal issues that may have an impact on clinical interactions with clients. Students are required to complete a minimum of 10 sessions (45-50 minutes in length) with the same therapist by the end of their first year of the program. It is required that therapy be provided by a licensed psychologist, professional counselor, social worker, or other mental health worker under the supervision of a licensed professional. If you select a therapist not in this category, you must petition the Director of Forensic Studies for approval. Students will not be advanced to preliminary candidacy until the therapy requirement is met. Students must submit a therapy plan by November 1st of fall quarter. Students must complete this requirement by the summer of their first year. The student must petition the Director for an exception, if therapy is not completed in this time frame.

Master of Arts in International Disaster Psychology

Degree Requirements

Coursework Requirements

Program requirements are designed to be completed in seven academic quarters over two years. The University of Denver is on a quarter system, and students must attend fall, winter, spring, and summer quarters of their first year and fall, winter, and spring quarters of their second year. All students are required to successfully complete all courses, consisting of 90 quarter hours of coursework.

Core requirements

CPSY 4500  International Disaster Psychology: Foundations  3
CPSY 4515  Ethics  3
CPSY 4503  Clinical Interviewing  3
CPSY 4501  Psychotherapeutic Models of Intervention  3
CPSY 4550  Seminar: Therapeutic Interventions (3 hours each)  3
CPSY 4509  Global Mental Health Systems  3
CPSY 4020  Psychopathology and Diagnosis  3
CPSY 4556  International Perspective of Trauma Intervention  3
CPSY 4545  Lifespan Development and the Cultural Context  3
CPSY 4510  Preparation for International Internships: Intercultural Competence  3
CPSY 4505  Cross Cultural Analysis  3
CPSY 4380  Group Interventions  3
CPSY 4530  Program Evaluation  3
CPSY 4595  International Disaster Psychology Internship  6
CPSY 4590  Psychology of Loss and Grief  3
Non-coursework Requirements

- Community Based Field-Placement-During fall, winter, and spring terms of both their first and second years, students are required to complete community field placements and supervision in the Denver area. A variety of field-placement sites are available, including local non-governmental and state agencies providing direct mental health care, case management, policy and grant writing, disaster planning and preparedness, and disaster relief services. Agencies serve diverse populations and age-groups, including refugee and low-SES individuals, many of whom have been affected by trauma and disaster. Students spend a minimum of ten hours a week at their placement.

- Trauma and Disaster Recovery Clinic (TDRC) - During the Fall, Winter and Spring terms of their first and second years, students are required to carry a client (individual, couple, family or group) in the TDRC. This clinical work is supervised in the small-group supervision seminar. Either in the first or second year of the program, students may request to participate in the small-group program evaluation seminar to fulfill this requirement.

- International Internship-During the summer between the first and second year of enrollment, students engage in an 8-week international internship, providing a rich opportunity to apply theory to practice in the global context. International internships are arranged by the program with non-governmental and governmental agencies whose missions focus on a variety of mental health and psychosocial issues relevant to the needs of individuals and communities affected by disaster and trauma. While the locations of our internships vary each summer, in recent years students have interned in Ghana, Liberia, Bosnia, Serbia, Croatia, Nepal, Egypt, Ethiopia, India, Panama and Belize.

Master of Arts in Sport and Performance Psychology

Degree Requirements

Coursework Requirements

Core requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 4652</td>
<td>Theoretical Aspects of Sport and Performance Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4662</td>
<td>Foundation of Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4671</td>
<td>Theories of Performance Excellence</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4680</td>
<td>Sport and Performance Psychology Practicum (3 hours each class)</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4672</td>
<td>Counseling Methods &amp; Practices</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4690</td>
<td>Sport and Performance Psychology Interventions</td>
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</tr>
<tr>
<td>CPSY 4682</td>
<td>Ethical and Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4050</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4669</td>
<td>Consulting Methods &amp; Practices</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4674</td>
<td>Clinical Issues: Interviewing and Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4010</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4686</td>
<td>Practicum in Sport and Performance Psychology: Professional Practice (3 hours each)</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4681</td>
<td>Multicultural Issues</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4683</td>
<td>Group Interventions</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 4685</td>
<td>Human Growth &amp; Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective requirements

Minimum of 12 credits

Minimum Number of Credits Required 72
Minimum number of credits required for degree: 72 hours

Non-coursework Requirements

- Practicum-It is important to put theory into practice; therefore, the practicum experience is critical to the development of a competent sport and performance consultant. In addition to integrating theory into actual technique, the practicum affords students the opportunity to network within the field. GSPP is committed to practical training and there are many exciting opportunities and experiences available at the University of Denver (home of the two-time National Hockey Champions, and three-time National Ski Team Champions) as well as in the metro area. Sites include, but are not limited to: private high school academies, public high school athletic departments, club sports programs, collegiate athletic departments, the DU Lamont School of Music, private practice, coaching, local exercise and health related industries, Boys and Girls Clubs of Metro Denver, Vail Ski and Snowboard Academy, Craig Hospital. Other practical experiences in SPP are available as formal internships during the year and in the summer. Sites around the nation that current/former students have obtained internships at include: the US Olympic Training Center, Vail Ski & Snowboard Academy, Evert Tennis Academy, and IMG Academies.

- Master's project-The Master’s Project requirement is designed to serve as a capstone achievement demonstrating students comprehensive knowledge of SPP theories, concepts, applications, and professional and ethical guidelines. Most importantly, students will organize and present the breadth and depth of their knowledge in a personally meaningful way that is directly relatable to the working world. MASPP faculty will sponsor a number of projects each year that students may elect to join. These will be group projects with the evaluation criteria for an individual’s completion being a contribution worthy of authorship on a journal article (see APA publication manual for more details on the definition of authorship). The faculty sponsored group projects are intended to increase the scientific contribution (e.g., the possibility of multi-year studies, more collaboration) and thus the likelihood of publication.

  - If a student elects for an individual master’s project, the types of projects include:
    - professional practice report (e.g., case studies approached from a number of different perspectives with an analysis of the pros and cons associated with each approach including relevant research and associated findings);
    - professional practice creative project (e.g., a job portfolio including detailed examples of activities and interventions sufficient to demonstrate comprehensive knowledge of SPP; performance enhancement multi-media products);
    - data-based research paper including a detailed review of literature leading to new conclusions and collecting and analyzing original data;
    - review research paper including an extensive review of literature leading to new theoretical conclusions with accompanying implications for SPP research, professional practice, or both.

    - These are only examples of possible Master’s Projects, and each student who chooses to pursue an individual project is responsible for defining and developing his/her own proposed project. The student is then responsible for getting two (2) SPP faculty members to approve the proposal and serve as the Master’s Project Committee.

Doctor of Psychology in Professional Psychology

Degree Requirements

Coursework Requirements

<table>
<thead>
<tr>
<th>Core coursework requirements</th>
<th>90</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 4010 Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 5000 Rad Behav/Func Contextl Models</td>
<td>3</td>
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<tr>
<td>CPSY 5010 Cognitive &amp; Affective Models</td>
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<td>CPSY 5020 Psychoanalytic Models (Disagnosis and Classification)</td>
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<td>CPSY 5030 Systems Models</td>
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<td>CPSY 5040 History and Systems in Psych</td>
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<td>CPSY 5050 Advanced Statistics</td>
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<td>CPSY 5070 Research Methods</td>
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<td>CPSY 5073 Qualitative Research Methods</td>
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<td>CPSY 5075 Program Evaluation Technique</td>
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<td>CPSY 5080 Diagnosis and Classification</td>
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<td>CPSY 5130 Issues in Measurement</td>
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<td>CPSY 5170 Life Cycle: Inf to Mid Childhd</td>
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<td>CPSY 5180 Life Cycle: Adolescent - Adult</td>
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<td>CPSY 5200 Life Cycle: Late Adulthood</td>
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<td>CPSY 5230 Group Dynamics &amp; Interventions</td>
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<td>CPSY 5231 Social Psychology</td>
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<tr>
<td>CPSY 5270 Physiological Psychology I</td>
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<tr>
<td>CPSY 5290 Clinical Neuropsychology</td>
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### CPSY 5310 Ethical Issues in Psychology 3
### CPSY 5320 Professional Issues in Psych 2
### CPSY 5340 Social Psych of Rac and Oppr 3
### CPSY 5360 Racial/Ethnic Identity Dvlpmnt 3
### CPSY 5370 Gay, Lesbian, Bisex Trans Is 3
### CPSY 5380 Culturally Competent Psychotx 3
### CPSY 5385 Pro Sem: Beg. Psychotherapy (2 credits/quarter for 4 quarters total) 2
### CPSY 5385 Pro Sem: Beg. Psychotherapy (2 credits/quarter for 4 quarters total) 2
### CPSY 5385 Pro Sem: Beg. Psychotherapy (2 credits/quarter for 4 quarters total) 2
### CPSY 5385 Pro Sem: Beg. Psychotherapy (2 credits/quarter for 4 quarters total) 2
### CPSY 5562 Psychological Consultation 2
### CPSY 5680 Cognitive Assessment 4
### CPSY 5690 Introduction to the Rorschac 4
### CPSY 5705 Self Report Assessment 3
### CPSY 5740 Int Personality Assessment 2
### CPSY 5750 Supervision 2

**Advanced Professional Seminar**

Complete 2 credits/quarter for 8 quarters from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CPSY 5390</td>
<td>Pro Sem: Forensic Issues</td>
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<tr>
<td>CPSY 5391</td>
<td>Professional Seminar: Psychodynamic Therapy</td>
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<td>CPSY 5392</td>
<td>Pro Sem: Couple and Family</td>
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<td>CPSY 5393</td>
<td>Pro Sem: ACT</td>
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<td>CPSY 5394</td>
<td>Professional Seminar: Cognitive Therapy</td>
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<td>CPSY 5396</td>
<td>Pro Sem: Adv. Psychotherapy</td>
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<td>CPSY 5399</td>
<td>Professional Seminar: Gender Issues</td>
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<td>CPSY 5404</td>
<td>Prof Sem: Integrative Therapy</td>
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<tr>
<td>CPSY 5405</td>
<td>Advanced Relational Psychodynamic Seminar</td>
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<tr>
<td>CPSY 5406</td>
<td>Professional Seminar: Health Psychology</td>
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**Elective requirements** 45

Choose 45 credits from the following courses:

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<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>CPSY 4430</td>
<td>Career Counseling</td>
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<td>CPSY 5131</td>
<td>Issues in Measurement Lab</td>
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<td>CPSY 5180</td>
<td>Life Cycle: Adolescent - Adult</td>
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<td>CPSY 5250</td>
<td>Existential and Humanistic Theory and Therapy</td>
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<td>CPSY 5271</td>
<td>Physiological Lab I</td>
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<td>CPSY 5420</td>
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<td>CPSY 5421</td>
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<td>CPSY 5422</td>
<td>Behav-Analytic Prin 2</td>
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<td>CPSY 5423</td>
<td>Behav-Analytic Assess/Case Frm</td>
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<td>CPSY 5424</td>
<td>Behavior-Analytic Intervention</td>
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<td>CPSY 5466</td>
<td>Health Psychology</td>
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<td>CPSY 5467</td>
<td>Health Psychology Service Learning Seminar</td>
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<td>CPSY 5480</td>
<td>Integrated Primary Care</td>
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<td>CPSY 5500</td>
<td>Diagnosis &amp; Treatment of Children</td>
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<td>CPSY 5505</td>
<td>Diagnosis &amp; Treatment of Adolescents</td>
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<td>CPSY 5550</td>
<td>Couples Therapy</td>
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<td>CPSY 5560</td>
<td>Family Therapy</td>
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<td>CPSY 5590</td>
<td>Adult Psychopathology I</td>
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<td>CPSY 5592</td>
<td>Adult Psychopathology III</td>
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<td>CPSY 5685</td>
<td>Introduction to Pediatric Neuropsychological Assessment</td>
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<td>CPSY 5686</td>
<td>Suicide Prevention, Intervention and Postvention</td>
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<tr>
<td>CPSY 5687</td>
<td>Contemporary Issues in Geropsych</td>
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</table>
CPSY 5692  Advanced Rorschach Analysis
CPSY 5700  Adv Personality Assessment
CPSY 5706  Self Report Assessment Lab
CPSY 5741  Therapeutic Assessment
CPSY 5755  Supervision Practicum I
CPSY 5756  Supervision Practicum II
CPSY 5757  Supervision Practicum III
CPSY 5758  Supervision Practicum IV
CPSY 5760  Professional Issues II
CPSY 5765  Cognitive Behavioral Therapy
CPSY 5840  Psychopharmacology
CPSY 5880  Business Issues in Professional Psychology
CPSY 5989  Doctoral Paper Development

Minimum Number of Credits Required 135

Cognate requirements

1. The student must select and enroll in a minimum of 15 credit hours of elective course work in their specialty area, including courses taken at the GSPP or other DU department/schools (classes taken at the College of Law, Iliff School of Theology and University College do not count towards the 135 credits). Written approval from your advisor must be attained for appropriate coursework transferred from other academic departments and placed in the student’s file. Discuss classes taken in other departments with your advisor and have your advisor write a memo of approval for your file. Make sure the class is at the graduate level.

2. The 15 credit hours cannot include required/core courses but should include (a maximum of 8 credits of) professional seminar registration appropriate to the specialty area.

3. Independent study, which is relevant, may be included.

4. Complementary clinical work, including a year of field placement in an appropriate setting, is recommended.

5. It is also recommended that the student undertake a doctoral paper that will serve as a scholarly contribution to the area of specialization.

6. Students must take a seminar in their specialized area, if one is given. If a seminar is not offered in the specialized field, they will need to coordinate with their advisor to take a field placement to cover the clinical experience.

7. When checking out for internship, students should double check that courses were indeed completed. Students may need to update specialty focus tool form for their file.

Non-coursework Requirements

- Professional Psychology Center-All students become staff members of the Professional Psychology Center (PPC) and are expected to work with clients in the center each year prior to the internship year. The center is an integral part of the school and includes interview, play therapy, and group therapy rooms as well as necessary supplies and equipment. One-way-vision mirrors, audio taping, videotaping, and digital recording facilitate ongoing supervision of clinical work. Clients of diverse ethnic, racial, social, religious, and individual backgrounds and life styles are seen by students for assessment and intervention. Referrals come from private and public sources throughout the community.

- Community Field Placement-Each year prior to the internship year, students are also required to be in a Community Field Placement for a minimum of eight hours per week. In these placements, students are involved in supervised professional experiences in mental health centers, schools, college counseling centers, the justice system, hospitals, rehabilitation centers, private practices, residential treatment homes, and businesses in the Denver metropolitan area. There is a wide choice of placements, and available paid placements are often filled by second- and third-year students. Within the general field placement requirement, students are required to work a minimum of 40 contact hours with clients from at least one culturally diverse group, such as a racial/ethnic minority or people of a gay, lesbian, or bisexual orientation. Opportunities for such experience are available in a variety of the community field placement settings. The 40 contact hours are a total to be achieved during the time a student is enrolled in the program.

- Doctoral Paper-The doctoral paper requirement requires students to make an original contribution to psychological scholarship. Students may choose to do a qualitative or quantitative research project, or can choose other forms of scholarship, such as developing a case study or treatment protocol. Doctoral papers should be publication quality, and students are encouraged to submit their papers for publication. (Appendix H)

- The first draft of doctoral paper is due March 1st for students anticipating graduating in August. The chair may have a different (earlier) deadline, but March 1st is the absolute last day for a first draft. If you miss your deadline, call your family to reschedule the trip.

- Internship-GSPP requires an APA approved clinical internship which is either full time for 12 months, or equivalent. PsyD students participate in the national APPIC Match, and are given significant support in this process from the DCT, Jenny Cornish. The GSPP offers an exclusively affiliated
consortium that is APA accredited, and students may apply to sites outside the consortium, either locally or nationally. Students must pass the internship in order to receive the PsyD degree. (Appendix G)

Courses

**CPSY 4000 Issues in Forensic Psychology I (3 Credits)**
Overview of psychological theory, research and practice as used within the legal and criminal justice system; differences between forensic and clinical assessments and interventions; special topic areas (e.g. trauma, abuse, domestic violence, etc.); ethical issues.

**CPSY 4010 Introduction to Statistics (3 Credits)**
General statistical principles and techniques and their application to psychological and psycho-legal issues. Students will develop computer analytic skills to assist in answering professionally relevant questions.

**CPSY 4020 Psychopathology and Diagnosis (3 Credits)**
An overview of major DSM diagnostic categories, as well as an introduction to ICD and noncategorical classification.

**CPSY 4030 Clinical Interviewing and Theories of Psychotherapy (3 Credits)**
Theoretical and practical issues related to clinical interviewing within forensic and non-forensic settings; exploration of the process of psychotherapy from various theoretical perspectives.

**CPSY 4040 Issues in Forensic Psychology II (3 Credits)**
Further exploration of the relationship between the legal system and psychological theory in areas of criminal law (e.g. standards of legal competency, insanity defense, prediction of dangerousness), civil law (civil commitment, personal injury) and family law (e.g. child custody determinations, juvenile issues).

**CPSY 4050 Research Methods (3 Credits)**
Examination of the research process, including the formulation of questions and utilization of various methodologies to answer hypotheses.

**CPSY 4060 Psychology of Criminal Behavior (3 Credits)**
Psychological origins and dynamics of criminal behavior from the viewpoint of major psychological theories; treatment of the types of offender populations (e.g. the antisocial personality, psychopath, adolescent offender, female offender) within the criminal justice system.

**CPSY 4070 Trauma & Crisis Intervention (3 Credits)**
Theory, techniques and research related to various types of trauma (e.g. childhood abuse, combat veterans, natural disaster survivors); crisis intervention techniques as a system of managing trauma related difficulties.

**CPSY 4080 Issues in Forensic Psychology III (3 Credits)**
Relationship and application of psychological principles and practice to varied law enforcement and correctional functions; assessment of violence in the workplace, trauma debriefing; hostage negotiation. Students will become prepared to assume the role of an expert witness in a variety of psycho-legal settings.

**CPSY 4090 Issues in Measurement (3 Credits)**
Critical assessment of various psychological tests, with an emphasis on validity, reliability and issues of standardization.

**CPSY 4100 Mental Health Law (3 Credits)**
The goal of this introductory Mental Health Law course is to provide students with a general understanding of the laws impacting the field of mental health, including those involving professional responsibility and ethics; competency issues; court-ordered evaluations and testimony; family law issues; the rights of differently-abled and historically marginalized persons; and defenses based on mental state. Course objectives include assisting students in locating, understanding, and interpreting laws relevant to the mental health practitioner; recognizing potential legal and ethical dilemmas faced in forensic practice; and applying the principles of mental health law to offer the highest standard of care in their clinical practices.

**CPSY 4110 Conflict Resolution (3 Credits)**
This course investigates five ways of resolving conflict relevant to forensic psychology: violence, science and critical thinking, litigation, consultation or therapy, and negotiation. A focus on gender and status helps students understand how identity goals can interfere with reaching content goals.

**CPSY 4120 Psychology of Performing Arts (3 Credits)**
Students gain an understanding of the psychological factors involved in the performing arts, including theatre, acting, dancing, music, and circus arts. Students learn about appropriate psychological interventions for these populations to enhance performance. The course format includes lecture, discussion, guest speakers, case studies, and role plays.

**CPSY 4130 Organizational Leadership: Center for Performance Excellence (3 Credits)**
This course is designed to familiarize CPEX Officers with approaches to effective leadership while engaging in leadership roles within the Center for Performance Excellence (CPEX). Students are exposed to successful leadership strategies from the business world and have the opportunity to implement these strategies into their roles as leaders within CPEX. This course is intended for CPEX Officers only.

**CPSY 4140 Exercise Psychology (3 Credits)**
In this course, students explore the theory, research, and practice related to psychological aspects of exercise behavior. Students explore research and intervention models in exercise psychology and be able to integrate this knowledge in their practice. Major topics include health behavior change, the impact of exercise on mental health, and exercise motivation and adherence.
CPSY 4160 Psychology of High Risk Occupations (3 Credits)
In this course, students gain an understanding of the psychological factors involved in high risk occupations. High risk occupations include individuals whose profession directly involves saving lives or placing their own life at risk. Students learn about appropriate psychological interventions for these populations to enhance performance and resilience in the high stress situations required by their jobs. The course format includes lecture, discussion, guest speakers, case studies, and role plays.

CPSY 4200 Practicum I (3 Credits)
CPSY 4210 Practicum II (1-6 Credits)
CPSY 4220 Practicum III (3 Credits)
CPSY 4230 Practicum IV: Theories of Personality (3 Credits)
CPSY 4240 Practicum V (1-6 Credits)
CPSY 4250 Practicum VI (3 Credits)
CPSY 4260 Psychophysiology and Biofeedback Lab (2 Credits)
This course is designed to be both an introduction to psychophysiology and biofeedback and to its applications, particularly to sport and performance. The principles of psychophysiology, the biofeedback instruments used, the areas of application, the techniques commonly used in conjunction with biofeedback, the diverse field of biofeedback and applied psychophysiology, and the latest uses for optimal self-regulation are covered. The course involves use of biofeedback instrumentation as well as classroom participation and readings and a self-regulation project.

CPSY 4300 Eval and Treat Juv Offender (3 Credits)
Theories of juvenile delinquency and studies concerned with the etiology, development and prediction of such; review of the various psychological treatment options utilization with juvenile offenders; consideration of the legal responses to juvenile crime and the role of the psychologist within the juvenile justice system.

CPSY 4310 Ethical Iss in Forensic Psyc (3 Credits)
Discussion of ethical and legal conflicts and dilemmas as a psychologist within the legal system, and consideration of ways to resolve such conflicts, including standards applicable to the science and practice of forensic psychology and the role of the expert witness.

CPSY 4320 Cognitive Assessment (3 Credits)
Students learn to administer, score, and interpret the WAIS. There is some exposure to other intelligence tests as well. Students understand diagnostic validity (Bayes’ Theorem), how to identify interpretive material, and how to think ideographically about nomothetic data. Through discussions of legal cases, students learn numerous forensic issues to which cognitive assessment is applicable, including for example testamentary capacity, competence to waive Miranda rights, and ability to enter a contract.

CPSY 4330 Cog Behavioral Interventions (3 Credits)
Theory, techniques and research relating to cognitive-behavioral therapy, focusing on assessment, case conceptualization and intervention approaches within a forensic setting.

CPSY 4340 Psychopathology, Evaluation & Treatment of the Adult Offender (3 Credits)
Psychological theories related to etiology, development and prediction of violent crime; types of intervention possible within in the criminal justice setting, Topic areas may include special offender populations (e.g. sexual offender, offenders with developmental disabilities or those classified as mentally retarded).

CPSY 4350 Sociocultural Issues in Forensic Psychology (3 Credits)
Impact of cultural issues and social change an assessment, diagnosis and treatment of various psychological disorders, emphasizing the explicit linkage between socio-cultural change and the legal system.

CPSY 4360 Personality Assessment: Self Report (3 Credits)
Administration and interpretation of objective personality instruments and discussion of their utilization within a forensic setting; use of the MMPI-2 and MCMI.

CPSY 4370 Substance Abuse (3 Credits)
Substance use and abuse, with focus on symptom formation, classification, causes socio-cultural factors and treatment modalities; various theoretical approaches to the etiology and treatment of substance abuse; resultant psychological and physiological effects of various drugs.

CPSY 4380 Group Interventions (3 Credits)
Interpersonal dynamics of small groups and larger organizational settings; understanding of group processes (such as group formulations and development, group conflict, and group resistance); skills enabling positive group intervention.

CPSY 4400 Personality Assessment: Projective (3 Credits)
Students learn to administer and interpret the Thematic Apperception Test and Early Memories. These are construed as behavior samples under conditions where the occasioning environment is reproducible, so that the functional relationship between the behavior and the stimulus can be understood carefully. Students learn to write reports that integrate several sources of information to answer referral questions.

CPSY 4410 Criminal Evaluations (3 Credits)
Incidence and prevalence of criminal violence; risk assessment within the context of prediction, supervision and intervention in both a correctional and mental health setting. Special topics will include assessment of various legal competencies, the insanity of defense and assessment of dangerousness.
CPSY 4430 Career Counseling (3 Credits)
This course is designed to teach the theoretical framework of career counseling, and introduce the basic counseling tools used in the career counseling process. The course presents major theories of career development, introduce sources of occupational information, and introduce principles of assessment in career counseling. The impact of diversity and difference on career development and choices, as well as the career counseling process, is also explored. Topics include: the role of interests, skills, values and personality in the career development process; social, cultural and family influences on the career development process; and career development across the lifespan.

CPSY 4500 International Disaster Psychology: Foundations (3 Credits)
This is the first course in a three course sequence designed to provide the entering M.A. student with a fluent understanding of the area of International Disaster Psychology. The course will cover the evolution of IDP from its beginnings to its present status. It will review the different innovations in the area. Potential subject areas include the treatment of refugees, torture victims, child soldiers, internally displaced persons and complex Post Traumatic Stress Disorder.

CPSY 4501 Psychotherapeutic Models of Intervention (3 Credits)
Major psychological models of intervention are the focus of this course. The major theoretical models of personality development, psychopathology and theories of intervention are explored including psychodynamic, family systems, behaviorism, cognitive-behavioral approaches and others.

CPSY 4502 Psychotherapy with Children and Families (3 Credits)
This course provides an understanding of various psychotherapeutic approaches to children and families. The perspectives and techniques of play therapy, behavioral interventions, cognitive-behavioral therapy and integrative work with parents and families are explored.

CPSY 4503 Clinical Interviewing (3 Credits)
Theoretical and practical issues related to clinical interviewing in international and national disaster settings.

CPSY 4505 Cross Cultural Analysis (3 Credits)
The first course in a two part series designed to provide students with an understanding of cross cultural analysis. The course will provide an understanding of diverse cultures. Students will review historical literature in the area of cross cultural understanding. Students will also be taught methodologies for conceptualizing and understanding diverse cultures and cross cultural practices in psychology.

CPSY 4509 Global Mental Health Systems (3 Credits)
This course will focus on the dynamics of mental health systems in developing countries.

CPSY 4510 Preparation for International Internships: Intercultural Competence (3 Credits)
This is the second course in the three part introductory sequence. Students will continue to learn about the field of IDP and future trends for the field. The course will address specific subject areas within the field in order to provide students with the working knowledge needed to continue to pursue advanced training in the area. Potential subject areas will include treatment of refugees, torture victims and working in post conflict areas across the globe.

CPSY 4511 Humanitarian and International Refugee Law (3 Credits)
This course surveys the central rules, complexities and debates of international refugee law, which is both a specialized field of its own and also an intersection of human rights law, migration law, and humanitarian policy. We focus extensively on how courts and the United Nations have attempted to interpret the various refugee definitions found in human rights treaties, and introduce rules of international law governing how refugees should be treated. We also examine the obstacles refugees face today in enjoying their rights.

CPSY 4512 Disaster Mental Health (3 Credits)
This course will explore disaster response systems and their mental health components.

CPSY 4513 International Disaster Psychology Case Conference (2 Credits)
This class meets to discuss case theory, formulation and psychotherapy practice with persons affected by disaster and/or trauma.

CPSY 4515 Ethics (3 Credits)
The course is designed to educate students about the ethical guidelines in psychology applicable to the field of IDP. Students will learn the APA Ethics Code as well as other more specialized ethics guidelines applicable to the field of IDP. Students will be expected to identify, address and resolve potential ethical conflicts. Potential future trends in the development of ethics in the area of IDP will be addressed.

CPSY 4530 Program Evaluation (3 Credits)
Theory and techniques for developing management information and assessment systems for human service programs. Organization evaluation of international organizations will be discussed. Psychosocial interventions will be highlighted.

CPSY 4545 Lifespan Development and the Cultural Context (3 Credits)

CPSY 4550 Seminar: Therapeutic Interventions (3 Credits)
Small group seminar is a small group class designed to provide students a discussion forum to share and integrate their experiences in the IDP Master's Program. Students are expected to address and share their field placement experiences with other students in their seminar. The seminar will also provide instruction on the implementation of theory in IDP to practice in multiple settings. Faculty will provide supervision for the students’ field placements.

CPSY 4555 Trauma & Child Development (3 Credits)
The course reviews the literature regarding childhood trauma and its implications for child and adult development. Models for the conceptualization of trauma and for treatment of childhood trauma are discussed. Cross-cultural theories of childhood development and trauma are emphasized.
CPSY 4556 International Perspective of Trauma Intervention (3 Credits)
This course, taught by a different visiting professor each year, will take an in-depth look at trauma and the development of mental health systems and interventions internationally.

CPSY 4557 Interntl Public Health (3 Credits)
This course will provide an overview to the many issues concerning international public health today. Topics include basic epidemiology, malaria, tuberculosis, HIV/AIDS, diarrheal diseases, injury prevention, and environmental health. Specific attention will be given to examining the intersection between disease prevention and disaster mitigation.

CPSY 4558 Practical Apps Clinical Theory (1 Credit)
This course enables first year Master of Arts in International Disaster Psychology (MAIDP) students to explore the application of coursework in clinical psychology to practice in the field. Articles and case examples that apply ethics, developmental theory, psychotherapeutic models, cross cultural analysis and group interventions are discussed.

CPSY 4560 Humanitarian Law of Armed Conf (3,5 Credits)
This course is a theoretical and practical introduction to international humanitarian law (IHL). IHL is known by many other names such as "humanitarian law," "law of conflict," and "laws of war." All these terms refer to the rules regarding the treatment of civilians and non-combatants. These "rules" are especially important to know if you eventually work for an IO or NGO that finds itself in areas of armed conflict. Cross listed with INTS 4935.

CPSY 4565 Group Dynamics of Organizations (3 Credits)
A comprehensive review of the literature regarding the understanding of systems and organizational structure and dynamics. Methods of assessment and interventions in organizational structure will be presented. Cross-cultural implications will also be addressed.

CPSY 4566 From Triage to Justpeace (3 Credits)
This course examines the inter-disciplinary continuum of integrated work that responds initially to natural and human-made disaster, but then leads to coordinated relief and development projects, and eventually seeks longer-term justpeace. Students learn how normative "regimes" or changed behavior are built and sustained by societal, state, and global actors. Students apply critical interview skills among professionals of diverse disciplines, and in particular, meet the range of development organizations headquartered in Colorado.

CPSY 4570 Crises Intervention (3 Credits)
This course will deal with the clinical approaches to handling psycho-social crises.

CPSY 4580 Psychodynamic Theory (3 Credits)
Traditional and modern theories of psychodynamic concepts will be presented. Students are instructed on the use of such theories as a tool to structure interventions in their field work.

CPSY 4585 Family Systems (3 Credits)
A comprehensive review of family therapy concepts and treatment theories. A review of the applicable literature of family therapy is provided with an emphasis on cross-cultural models and interventions.

CPSY 4590 Psychology of Loss and Grief (3 Credits)
A review of the theory of loss and grief. The course reviews cultural understandings of loss and grief as seen following disaster and conflict. Treatment modalities of loss and grief are also presented.

CPSY 4591 Supervision Group - IDP (1 Credit)
This class is an opportunity for students in field-placements to receive additional supervision for their field-placement work. Students present and receive supervisory consultation about their work in these settings.

CPSY 4595 International Disaster Psychology Internship (6 Credits)
Students will spend one quarter in various international locations working in full time internships with international nonprofit organizations applying the principles and knowledge obtained during their study in the IDP program. Students will work under faculty and professional supervision.

CPSY 4605 Psychotherapy Interventions (3 Credits)
This course will survey different theoretical models of psychotherapy with an emphasis on specific intervention approaches.

CPSY 4606 Gender-based Violence (3 Credits)
Gender-based Violence will cover issues as they relate cross-culturally. Special attention will be directed towards descriptions of programs approaching these issues and the challenges of designing and implementing such programs in various cultural environments.

CPSY 4650 Sport Psychology (3 Credits)
A comprehensive view of the field of sport psychology will be covered. Through participation in this course, students will develop a better understanding of the field of sport and exercise psychology and develop skills that will assist in enhancing their career opportunities. Varied psychology topics (e.g., individual differences/personality, motivational orientations and strategies, applied psychological skills, social influence and group dynamics) with an emphasis on understanding major theories and research and applying those theories and research findings to diverse sport, exercise, and performance settings. Additionally, the psychological effect that participation in a sport or a physical activity has on a performer including anxiety reduction, aggressive behavior, and personality development will be explored.
CPSY 4652 Theoretical Aspects of Sport and Performance Psychology (3 Credits)
This course is an in-depth exploration of selected aspects of the theories of sport psychology along with applications of these theories to other performance domains. An advanced understanding of the field of sport and performance psychology is pursued in relation to psychosocial aspects involved in both the preparation and performance processes among adults, youth, and children who represent all skill levels. The explored areas include: (a) motivation, confidence, and anxiety in sport and performance, (b) selected topics in social psychology and psychobiology, (c) psychological skills training, and (d) special topics (e.g., personality, flow, injuries, burnout).

CPSY 4653 Sport in American Society (3 Credits)
This course examines the influence of the social context on sport. Attention is given to the influence of society on sport as an institution and the role of sport as an agent of social change. This course examines how sport affects the social world we live in. Topics explored include the intersection of sport and gender, race/ethnicity/culture, socioeconomic class, media relations, violence, deviance, and sexuality.

CPSY 4654 Coaching & Leadership (3 Credits)
This course is a survey of the intersection of coaching, leadership, organizational behavior, organization dynamics, and change management. It examines the definitions, history, theories, and research in the sport and management leadership literature. Students will gain an understanding of how planning, motivation, team building, and leadership impact a team's or organization's effectiveness. Students are expected to learn and personally develop the analytical and leadership skills that affect individual and group performance.

CPSY 4655 Social Psychology of Sport (3 Credits)
This course will address the relationship between sport and cultural dynamics, sociological factors underlying competitive physical activity, and behavioral responses of sport participants and supporters to various socio-cultural motivations. This course will be a serious study of organized professional, amateur, and youth sports in North America. Emphasis will be placed on social forces that both impinge on and enhance athletic activities and organizations, and the influence sport has on society.

CPSY 4660 Sport Psychology Interventions and Techniques (3 Credits)
Students will acquire knowledge and increase their comprehension of cognitive-behavioral intervention strategies (e.g., mental skills training) and how they can be applied to achieve optimal performance of athletes and others. The complex interaction between the sport psychology consultant and performer will be explored.

CPSY 4662 Foundation of Counseling Theories (3 Credits)
This course will review major contemporary counseling models, theories, procedures, and the helping relationship. Advanced study of techniques and research findings. Survey of principles underlying individual, family systems, and multicultural approaches to counseling.

CPSY 4663 Applied Motor Learning (2 Credits)
This course takes an applied approach to understanding motor control, motor development, and motor learning. Emphasis is given to understanding how skill movement is controlled and regulated. Students will learn the factors that influence skill acquisition and how to design effective practices.

CPSY 4664 Practicum in Sport and Performance Psychology III: Business Principles (3 Credits)
This is the third course in a year long, three-part sequence. This course serves the purpose of (a) providing an opportunity for students to learn about sport and performance psychology through observation and experiential opportunities; (b) providing an intimate forum for discussing the practice of sport and performance psychology; and (c) providing information on professional development and conduct. The course requires didactic and experiential activities. Business, consultation, and professional development issues in sport and performance psychology will be addressed. Prerequisite: CPSY 4663.

CPSY 4665 Beh Kinesiology & Physiology (3 Credits)
A study of human movement. Topics will include but are not limited to structural anatomy, biomechanics, and neurophysiology. The biomechanical etiology of various injuries will be studied.

CPSY 4666 Movement Principles for Performance (3 Credits)
This course is an exploration of selected areas of the exercise and sport sciences. The explored areas include: functional anatomy, biomechanics, and exercise physiology.

CPSY 4668 Psychology of Excellence (3 Credits)
The purpose of this course is to examine the theories, research, and intervention strategies related to the pursuit of excellence. This course explores the deliberate interventions necessary to support the development of excellence and expertise. Students will learn the nature of expertise development, the necessary steps to achieve excellence, and common roadblocks. The concept of excellence will be investigated in many contexts, such as sport and performance, intrapersonal, relationships, and life in general. Topics to be explored include: happiness, contentment, life satisfaction, values, character strengths, emotional intelligence, optimism, hope, flow, and resiliency.

CPSY 4669 Consulting Methods & Practices (3 Credits)
The primary goal of this course is to acquaint students with skills and research fundamentals related to the practice of consultation in performance settings. The course focuses on the consulting role; the major theoretical approaches to consultation; the process and stages of consultation; and students' personal strengths and concerns in the role of a consultant. Students define "consultation" and identify and describe the differences between the goals, objectives, intervention strategies and theoretical orientations of consulting and mental health therapy. Students begin to become more aware of their own value systems and the ways in which these values impact upon their effectiveness as agents of change. Integrated throughout the course is working in diverse settings with diverse populations.
CPSY 4670 Psych of Coaching & Leadership (3 Credits)
Examination of psychological components of coaching and talent development. Explores coaching development, coaching models, as well as strategies for dealing with athletes and different coaching contexts. Discussion of talent development theories including influence of genetic and environmental factors.

CPSY 4671 Theories of Performance Excellence (3 Credits)
This course is designed to familiarize students with theories of performance excellence developed by leading practitioners. Each week, students are exposed to a different practitioner's approach, which often includes an opportunity to observe the practitioner's style through video. Emphasis is placed on the role of theory in practice, theory-based conceptualizations utilizing a case study format, and comparing and contrasting the different theories.

CPSY 4672 Counseling Methods & Practices (3 Credits)
This course is an introduction to counseling microskills and techniques needed in helping relationships, with attention to building the therapeutic alliance. Emphasis placed on learning skills in small group format. Laboratory experience in demonstrating skills and the ability to form an effective counseling relationship is required. Pre-practicum experience to prepare students to work with clients.

CPSY 4673 Practicum in Sport and Performance Psychology 2 (3 Credits)
This is the second course in a year long, three-part sequence. This course serves the purpose of (a) providing an opportunity for students to learn about sport & performance psychology through observation and experiential opportunities; (b) providing an intimate forum for discussing the practice of sport and performance psychology; and (c) providing information on professional development and conduct. The course requires didactic and experiential activities. Psychological consultation, best practices, and professional development issues in sport and performance psychology will be addressed. Prerequisite: Practicum in Sport and Performance Psychology I.

CPSY 4674 Clinical Issues: Interviewing and Diagnosis (3 Credits)
This course examines adult psychopathology as classified in the DSM. Special emphasis will be placed on the intersection of performance with more traditional psychopathology. Students learn about etiology, symptomology, epidemiology, and treatment issues. Possible causes and contributory factors are examined, as well as theoretical and multicultural considerations. Prerequisites: Theoretical Aspects of SPP, Applied SPP, and Ethical Issues in SPP.

CPSY 4676 Assessment in Sprt & Perf Psy (3 Credits)
This course covers the selection, use, and proper interpretation of common sport and performance psychology assessments. Basic principles of educational and psychological measurement, including test construction, validity, and reliability are addressed. The assessments taught include those used for individual assessment, individual selection, and organizational assessment (360 degree feedback, surveys, etc.). Prerequisites: CPSY 4652, CPSY 4690, and CPSY 4682.

CPSY 4677 Motivation, Emotion & Learning (3 Credits)
This is an in-depth course reviewing the theories and research related to motivation, emotion, and learning in performance contexts. Topics include the relationships between motivation, emotion, and learning; and the influences of emotion and motivation on counseling and consultation. The course provides basic information about the human cognitive system. Students are taught the basic principles of learning, with a focus on the principles of learning which are most applicable in sport and performance settings. This course places an emphasis on relating current research to practice.

CPSY 4678 Scholarly Writing Methods and Practices (2 Credits)
The primary goal of this course is to familiarize students with the methods and practices of scholarly writing. The course focuses on writing a scholarly review of literature, methodology, results, and conclusions according to APA style. Within the course, students are also asked to review one another's work while developing editing skills and methodological complexity.

CPSY 4679 Field Placement Practicum in Sport and Performance Psychology (3 Credits)
Supervised practice sport & performance psychology in an approved sport or performance setting under licensed practitioners.

CPSY 4680 Sport and Performance Psychology Practicum (3 Credits)
This course will familiarize students with professional issues relevant to the practice of sport and performance psychology. Students will be presenting and analyzing their current applied experiences as coaches and leaders in sport and performance settings in the community. This is a participation-intensive course and the students will receive feedback and suggestions from both the instructor and peers in a group supervision format. Importantly, the ongoing feedback and readings will provide an opportunity for students to understand and apply theories and practice systems of behavior change in sport and performance psychology in the context of their own clients/cases. Students will learn the roles and responsibilities inherent in professional and ethical consultation, with a special emphasis given to the dilemmas of serving as an embedded consultant.

CPSY 4681 Multicultural Issues (3 Credits)
This course covers the research and theories of counseling the culturally different client. Students are expected to develop multicultural skills, including culturally-based conceptualization, assessment, and selection of culturally appropriate intervention strategies. This course will examine these issues in general, with a special emphasis on those in sport and performance cultures. This is both an experimental and seminar-based course, aimed at developing student's personal awareness, knowledge, and skills.

CPSY 4682 Ethical and Legal Issues (3 Credits)
This course introduces the students to the ethical principles, codes, and standards related to the profession of sport and performance psychology. This includes an overview of the regulation of the practice of psychology, the relationships between ethical codes and legal statutes, and the development of a personal model for ethical decision-making.
CPSY 4683 Group Interventions (3 Credits)
This course is a survey of group counseling methods and techniques from a theoretical and applied perspective. The course will include practical application of group counseling interventions. Prerequisites: demonstrated knowledge of ethical principles and departmental consent.

CPSY 4684 Sport and Performance Psychology - Team and Organizational Dynamics (3 Credits)
This course examines the principles, theories, and research of human functioning in performance related teams and organizations. It explores the social and psychological factors influencing behavior in organizations, along with individual differences, dyadic relations and small group behavior. Students learn about the dynamics of team and organizational diagnosis, feedback and learning, intervention, and planned change.

CPSY 4685 Human Growth & Development (3 Credits)
This course is a comprehensive analysis of theories and research relating to human psychological development and learning across the lifespan. It explores the cognitive, affective, academic, physiological, moral, and social/cultural/racial domains. An emphasis is placed on a) the theoretical models underlying character and moral development, and b) adolescent and college student development theories.

CPSY 4686 Practicum in Sport and Performance Psychology: Professional Practice (3 Credits)
This course provides an examination of the critical components of successful and ethical professional practice and career building in sport and performance psychology in conjunction with intensive provision of sport and performance psychology services. The entire body of sport and performance psychology theoretical and applied knowledge as well as the skills that the students have acquired will be utilized. Additionally, rigorous self-reflective activities and ethical decision-making will increase the student professional and personal growth as directly related to effectiveness in the sport and performance psychology practice. Emphasis will be placed on diversifying and integrating theoretical knowledge and applied strategies and skills while simultaneously engaging in supervised independent work in real life sport and performance settings.

CPSY 4687 Psychology of Injury (3 Credits)
This course examines the psychological factors involved in injury, rehabilitation, and return to performance. The effects upon social, personal, and performance adjustment are addressed. The course covers how relevant theory and research can be used to inform practical applications to help the injured performer’s rehabilitation and return. It presents the major medical aspects of injury and the rehabilitation process.

CPSY 4688 Seminar in Sport and Performance Psychology (3 Credits)
Advanced seminars offered by sport and performance psychology faculty on topics relevant to the practice and science of sport and performance psychology area.

CPSY 4689 Psychophysiology and Biofeedback (2 Credits)
This course explores the underlying mechanisms and psychophysical determinants of behavior in sport and performance settings. Students learn the use of biofeedback in achieving voluntary self-regulation and control of stress related behaviors.

CPSY 4690 Sport and Performance Psychology Interventions (3 Credits)
This course is designed to familiarize students with the application of sport and performance psychology interventions. Students experience the building of a sport and performance psychology program. This program includes the cardinal skills of relaxation, concentration, imagery, self-talk, and mental routine; followed by broader topics such as goal setting, motivation, confidence, cohesion, engagement, and mastery. The instructor briefly reviews relevant theory and research followed by demonstrations of techniques and strategies, after which students learn by doing. Specific attention is given to blending the science of peak performance with the art of applying science.

CPSY 4691 Practice Development in Sport and Performance Psychology (3 Credits)
The primary goal is to acquaint students with the skills needed to develop and implement a private practice in the profession of sport or performance psychology. The course takes students through the process of business development by using the traditional business plan model, from the necessary startup expenses to the executive summary. Throughout the course students learn the What, When, Where, and How of starting their own consulting practice, while learning the basic components of branding, marketing, and operations. Prerequisites: Must be enrolled in the MASPP program or instructor approval.

CPSY 4692 Entrepreneurship in Sport and Performance Psychology (3 Credits)
The primary goal of this course is to provide students with an overview of skills necessary to succeed in the entrepreneurial profession of sport and performance psychology. The course is flexibly designed to accommodate the students’ desired career paths. Topics covered may include: sales and marketing, developing a practice, job search and interviewing skills, and understanding the job market.

CPSY 4991 Independent Study (1-17 Credits)
CPSY 4992 Directed Study (1-10 Credits)
CPSY 4995 Independent Research (1-17 Credits)
CPSY 5000 Rad Behav/Func Contexti Models (3 Credits)
CPSY 4000 is designed to provide a historical, philosophical and conceptual background to better understand and appreciate Behaviorist views of “being-in-the world”. The course lays the foundation for the sophisticated application of a science of behavior-its theories and methods-to the assessment of clinical problems and the art of doing psychotherapy. The course will invite a little discomfort, disturb some preconceptions, and compel students to address some difficult questions and thorny issues. Among the goals of this course are to see students commit to being more than a psychologist technician, to encourage them to develop a guiding philosophical core in their practice as a psychologist; to assist them in clarifying or deepening whatever philosophical worldview they may hold; and that they will have achieved an informed understanding of radical behaviorism/functional contextualism - whether or not they choose to further pursue these models.
CPSY 5010 Cognitive & Affective Models (3 Credits)
This is the first in a three part sequence that includes Psychophysiology and Clinical Neuropsychology and is designed to introduce students to the current research in cognitive neuroscience and consciousness. This first course focuses on sensation/perception, learning, memory, emotion, language and other higher cognitive functions. Lectures will emphasize current technologies and historical inquiry and the unique contributions made by psychosocial and cultural variables.

CPSY 5020 Psychoanalytic Models (3 Credits)
Psychoanalytic theories, including Freud's topographic and structural theories, ego psychology, object relations theory and modern relational theories, including self-psychology and intersubjectivity.

CPSY 5030 Systems Models (3 Credits)
Basic concepts of general systems theory and their applications in psychology, focusing on family systems, groups and organizations.

CPSY 5040 History and Systems in Psych (2 Credits)
Basic psychological concepts surveyed from a historical point of view, tracing development of psychological bases of professional practice.

CPSY 5050 Advanced Statistics (3 Credits)

CPSY 5051 Statistics I Lab (1 Credit)

CPSY 5070 Research Methods (2 Credits)
Sequential course that cover fundamentals of structuring, analyzing and critiquing research reports and proposals; strategies to guide and facilitate the writing process; attitude and thinking skills necessary for function as a local clinical scientist; research design tools, methods and strategies for answering different types of questions.

CPSY 5071 Research Methods II (2 Credits)
Sequential courses that cover fundamentals of structuring, analyzing and critiquing research reports and proposals; strategies to guide and facilitate the writing process; attitudinal and thinking skills necessary for function as a local clinical scientists; research design tools, methods and strategies for answering different types of questions.

CPSY 5073 Qualitative Research Methods (2 Credits)
Qualitative research involves obtaining in-depth information about the behaviors and beliefs of people in naturally occurring social settings. This course introduces students to the philosophical underpinnings, history, and key elements of five qualitative approaches: narrative research, phenomenology, grounded theory, ethnography, and case study. We compare theoretical frameworks and methodologies, experience the use of data, and discuss writing strategies. In addition, we read articles that are exemplars or each approach.

CPSY 5075 Program Evaluation Technique (3 Credits)
Theory and techniques for developing management information and assessment systems for human service programs.

CPSY 5080 Diagnosis and Classification (2 Credits)
An overview of major DSM diagnostic categories, as well as an introduction to ICD and noncategorical classification.

CPSY 5108 Introduction to Acceptance and Commitment Therapy (ACT) (2 Credits)
Acceptance and Commitment Therapy (ACT) belongs to the movement in clinical psychological science that sees acceptance and openness to experience as an essential addition to change-focused psychotherapeutic treatment strategies. Although consciously based on behavior-analytic thinking, ACT is a hybrid in terms of approach and technique, bringing together aspects of Zen Buddhism, Gestalt therapy, and humanist-existential though. The paradox upon which ACT is founded is that only radical acceptance of what cannot be changed empowers people to recognize and change the things that they can. The ACT approach is about embracing necessary suffering in order to make more committed, life-affirming choices and live in accordance with personal values. ACT emphasizes that in a very deep sense all human beings are in the same boat. The technical and theoretical bases of ACT are through normal didactics, but the heart and art of the approach occurs through experiential exercises, group process, and from observation and modeling. Prerequisite: CPSY 5000.

CPSY 5120 Introduction to Animal-Assisted Interventions (2 Credits)
This course serves as an introduction to animal-assisted interventions (AAI) as they are commonly used by mental health care professionals. It is designed to provide students with an overview of the foundations of AAI, the variety of ways in which this modality is used, international perspectives on AAI, various perspectives on ethics and animal welfare, and researchers' current understanding of the role of the human-animal bond in facilitating AAI treatment efficacy. General topics to be addressed include the characteristics of the species used in AAI, the basic principles of AAI, the use of AAI with a variety of populations, and animal abuse issues. A number of guest lecturers will share their knowledge and experiences with students throughout the quarter.

CPSY 5130 Issues in Measurement (3 Credits)
Validity, reliability and standardization issues in psychological testing; statistical properties of commonly used tests.

CPSY 5131 Issues in Measurement Lab (1 Credit)
Optional. Focused assistance with basic math skills; review and clarification of class topics.

CPSY 5170 Life Cycle: Inf to Mid Childhdh (3 Credits)
Understanding normal development of children (0-12 years), integrating theory, research and a phenomenological perspective.

CPSY 5180 Life Cycle: Adolescent - Adult (2 Credits)
CPSY 5200 Life Cycle: Late Adulthood (3 Credits)
Theories of aging; social, psychological and biological changes; assessment and intervention methods, emphasizing issues impacting older adults. (65 years and above).

CPSY 5230 Group Dynamics & Interventions (3 Credits)
Provides psychologists in training with multiple learning experiences highlighting that groups and organizations are intensely psychological environments in which most psychologists function professionally and personally and have the potential to impact positively.

CPSY 5231 Social Psychology (3 Credits)
CPSY 5250 Existential and Humanistic Theory and Therapy (2 Credits)
Historical roots and basic assumption of existential and humanistic views. Students encouraged to integrate materials with their personal values and assumptions about human nature and their interaction with clients.

CPSY 5270 Physiological Psychology I (3 Credits)
Terminology and principles of and research in physiological psychology. Where possible, application made to content and practice of clinical psychology.

CPSY 5271 Physiological Lab I (1 Credit)
Optional. Assistance with material covered in CPSY 4170.

CPSY 5273 Physiological Lab II (1 Credit)
CPSY 5290 Clinical Neuropsychology (3 Credits)
Historical, conceptual and clinical foundation for, as well as current developments related to, the field of clinical neuropsychology. Includes exposure to: developmental neuropsychology and neuroanatomy; higher cognitive functions; neuropsychologically informed interviews and standard neuropsychological test batteries; neuropsychological profiles associated with a variety of acquired disorders (both classical neuropsychological and psychological in nature); ethnic, cultural, age and gender considerations; and current status of a variety of professional/ethical issues. Prerequisite: CPSY 5270.

CPSY 5310 Ethical Issues in Psychology (3 Credits)
In-depth consideration of ethical standards applicable to the science and practice of psychology; pertinent laws and legal standards governing the practice of psychology; areas in which legal and ethical standards suggests contradictory actions on the part of the clinical psychologist.

CPSY 5320 Professional Issues in Psych (2 Credits)
Issues, concerns and controversies impacting current practice of professional psychology at the state and national levels; preparation for future alternative systems of service delivery. Emphasis is on professional life after the PsyD. Required for first year students.

CPSY 5340 Social Psych of Rac and Oppr (3 Credits)
Theoretical and experimental nature of racism and oppression, primarily in the United States, definition of such terms as stereotypes, prejudice, racism, white supremacy and privilege; exploration of various theories regarding these terms and how they manifest themselves historically and contemporarily.

CPSY 5360 Racial/Ethnic Identity Dvlpmnt (3 Credits)
This course will explicate the concept of ethnic identification, and the process by which this central aspect of a person's overall identity develops. Accordingly, the two central questions that this course will address are: a. who are they? and b. how did they get that way? These questions will be examined utilizing a Descriptive Psychology perspective.

CPSY 5370 Gay, Lesbian, Bisex Trans Is (3 Credits)
Various aspects of gay, lesbian life explored cross-culturally; nature of homosexuality, including the controversy of heredity vs. choice. Issues of oppression and discrimination will also be explored. The role of psychology and the politics of homosexuality will be studied. Students will also be asked to explore their personal awareness regarding homosexuality in their everyday lives and in a therapeutic context.

CPSY 5380 Culturally Competent Psychotx (3 Credits)
As the final class in the year-long multicultural course sequence, this class will integrate the theoretical content of the preceding classes and focus on their psychotherapeutic implications. This course will address psychotherapy with the following groups - African Americans, Asian Americans, Latinos, Native Americans, and the GLBT community.

CPSY 5385 Pro Sem: Beg. Psychotherapy (2 Credits)
This is a clinical and didactic seminar on beginning psychotherapy. The focus will be on case formulation and developing a therapeutic relationship with the client.

CPSY 5386 Pro Sem: Child & Ad Psychother (2 Credits)
This seminar involves the evaluation and treatment of children, adolescents and their parents in the Professional Psychology Center. Supervision is provided from an integrative perspective, and topics relevant to child and adolescent psychotherapy are discussed.

CPSY 5388 Pro Sem: Psychological Assessment (2 Credits)
Assessment is a central feature of the work of the clinical psychologist. This seminar is an opportunity to hone your knowledge and skills in personality and cognitive assessment. It will involve some lecture, but mainly focus on supervision of assessment cases obtained through the Professional Psychology Clinic. You will be expected to complete four assessments during the year - you certainly can do more if you wish. You also will have the opportunity to present a case you have completed to the seminar during the Spring quarter.
CPSY 5389 Pro Sem: Behavior Therapy (2 Credits)
This advanced professional seminar draws upon pragmatic philosophy and contextualistic worldview as it informs and guides contemporary behavior analytic theory and practice. Students gain experiences using functional analysis as a method for describing and integrating clinical observations and learn to implement a variety of evidence based, acceptance inspired interventions designed to facilitate psychological flexibility and values-congruent living in clients from diverse backgrounds. Therapeutic work is conducted in an atmosphere of care, respect, compassion, and commitment, and challenges the client (and therapist) to be more open, aware, vulnerable, and present in their lives.

CPSY 5390 Pro Sem: Forensic Issues (2 Credits)
The Professional Issues Seminar in Forensics will introduce students to various areas and ways in which psychology interacts with the legal and criminal justice systems. Students will develop their capacity to perform evaluations relating to psychological questions, dilemmas, and disputes that are most frequently requested of forensic psychologists. Focus of the seminar will be assisting students in clarifying their role as an evaluator and consultant to attorneys, judges, and criminal justice personnel; exploring the ethical responsibilities therein; learning to conduct assessments and compose reports for a legal rather than a clinical audience; and preparing to testify as an expert witness. Students will formulate and deliver case presentations and submit reports. Over the course of the year, we will cover a number of issues for clinical psychologists who provide services for legal and criminal justice professionals.

CPSY 5391 Professional Seminar: Psychodynamic Therapy (2 Credits)
This seminar focuses on psychodynamic psychotherapy - that is, individual adult psychotherapy with the aim of bringing about meaningful and lasting psychological concepts as they apply to your patients, with a practical, "hands on" focus - for example, what to do and say when your patient shuts down, threatens suicide, act out, comes on to you, misses appointments, gets worse, throws up in your office, and all the other troubling and fascinating things people do from time to time in psychotherapy. Prior or current personal psychotherapy is highly desirable and strongly recommended. Students should be prepared to discuss their clinical work candidly - and help foster an environment of mutual trust, compassion, and respect, in which candid discussion can take place.

CPSY 5392 Pro Sem: Couple and Family (2 Credits)
This seminar allows students more in-depth training in working with systems including couples and families. Students should take Couples Therapy and Family Therapy either before or concurrent with the seminar. Special topics covered include divorce, step families parenting, sex therapy, multicultural issues, and ethics, as well as more general couple and family therapy work.

CPSY 5393 Pro Sem: ACT (2 Credits)
Acceptance and Commitment Therapy (ACT) is a pragmatically based, relatively new and highly experiential form of therapy whose overarching goals are to a) assist clients (and therapists) in accepting what cannot be changed (i.e., the form or frequency of certain private events), while b) helping them fully commit to behaving in accordance with idiosyncratic values. Although consciously based on behavior-analytic thinking, ACT is a hybrid therapy in terms of approach and technique, bringing together aspects of Zen Buddhism, Gestalt therapy, and humanist-existential thought. In the seminar, students will learn the technical and theoretical bases of ACT through group process, individual and small group supervision, as well as from observation and modeling. Prerequisite: Behavioral Models course.

CPSY 5394 Professional Seminar: Cognitive Therapy (2 Credits)
This is a year-long seminar in cognitive-behavior therapy (CBT). Trainees learn the theory and practice of CBT through readings, didactic presentations, discussion, and especially case presentations. Small-group supervision is also required. Other orientations to therapy and common factors are also covered.

CPSY 5396 Pro Sem: Adv. Psychotherapy (2 Credits)
Seminar will focus on the individual therapy treatment of adult cases. Particular emphasis will be placed on conceptualizing cases from a developmental perspective with no particular emphasis on object relations and the psychology of self. We will evaluate culture, role of trauma, issues of sexual orientation, and developmental history. Students will be encouraged to look at their own and other's responses in a supportive environment that will foster discussion on counter-transference responses. An in depth exploration of client's needs will be assessed and model the treatment to those needs, rather than applying the same treatment model to all patients. Previous exposure and readings on the psychology of self and object relations is helpful. Readings to deepen our understanding of the above will be assigned. Must have taken or be currently enrolled in Adult Psychopathology sequence. Prerequisite: Psychoanalytic Models course.

CPSY 5399 Professional Seminar: Gender Issues (2 Credits)
This seminar will focus on gender issues from developmental and psychodynamic perspectives. Topics will include issues relevant to women, men, and transgendered/intersexed individuals. Clients may include adolescents and adults with a variety of presenting concerns including relationship problems, identity issues, eating disorders, pregnancy and postpartum work, parenthood, mood and anxiety disorders, and aging.

CPSY 5404 Prof Sem: Integrative Therapy (2 Credits)
This advanced seminar examines various integrative models of psychotherapy, and students have the opportunity to develop their own therapeutic "voice" by integrating the major theories already learned. While the seminar is theoretical in nature, one goal is to help students prepare for practice in the real world by exploring the common factors of therapy, and how to work collaboratively in a client-directed fashion. Clients may include adults, adolescents, and children with a wide variety of presenting concerns, in individual, couples, family, or group therapy. Competency areas covered include: relationships (awareness of process in the room), intervention (integrative theory), diversity/multiculturalism, and ethics/legal issues/professionalism. Prerequisite: enrollment in the PsyD program.
CPSY 5405 Advanced Relational Psychodynamic Seminar (2 Credits)
This seminar focuses on relational psychotherapy from the perspectives of self-psychology and intersubjective systems theory in working with adults. We examine the co-creation of the therapeutic relationship, the making of meaning, empathic listening, attuning to the other’s affective experience and putting the other’s subjective experience into words. We develop treatment plans and case formulations that are consistent with this perspective.

CPSY 5406 Professional Seminar: Health Psychology (2 Credits)
This advanced seminar focuses on the ways that clients’ physical health concerns affect psychosocial and emotional well-being. We focus on the relationship between the mind and the body and take a holistic and contextual approach to understanding work with clients, keeping in mind relational and cultural variables throughout the seminar. Clients in the PPC that have been in this seminar have had cancer, mitiple sclerosis, diabetes, heart failure, chronic pain, autoimmune diseases, etc. As relevant to our work with clients, we discuss pain management, mindfulness, differential diagnosis of depression and anxiety, sleep hygiene, psychosocial oncology, grief and loss, and other empirically supported treatments for issues that clients present. The overarching theoretical framework of the course is relationship-focused, client-centered, and strengths-based. We draw on rehabilitation psychology and medical psychology, and explore diversity issues in a variety of ways, including examining disability as a multicultural issue. We use readings from interpersonal psychotherapy, feminist and multicultural therapy, positive-psychotherapy, meaning-centered psychotherapy, humanistic/existential therapy, client-centered therapy and post-traumatic growth to guide discussions. Particular attention is paid to helping clients enhance their strengths and find meaning in their lives during times of transition. Since many health settings are focused on a short-term model of treatment, students in seminar have the option of taking on shorter-term cases and we explore the use of time-limited psychotherapy in a health setting. It is expected that most students take on new cases in this seminar.

CPSY 5420 Behav-Analytic Prin 1 (2 Credits)
This course covers philosophical foundations, assumptions, and principles underlying major systems and models of behaviorism. Emphasis is given to the philosophy of science called radical behaviorism and its behavior-analytic functional-contextualistic tradition. Course 1 specifically targets contingency-shaping selection processes based upon Pavlovian and operant conditioning paradigms. Recommended prerequisite: CPSY 5000.

CPSY 5421 Behavioral Analysis Princ La (1 Credit)

CPSY 5422 Behav-Analytic Prin 2 (2 Credits)
This course covers philosophical foundations, assumptions, and principles relevant to cultural-linguistic practices. Emphasis is given to the philosophy of science called radical behaviorism and its behavior-analytic functional-contextualistic traditions. Course 2 specifically addresses verbal relational contingency selection processes based upon cultural and its verbal community. Prerequisite: CPSY 5420.

CPSY 5423 Behav-Analytic Assess/Case Frm (2 Credits)
This course covers the philosophical foundations, assumptions, and principles relevant to behavioral assessment and case formulation tactics. Emphasis is given to the philosophy of science called radical behaviorism and its behavior-analytic functional-contextualistic traditions. This course specifically targets an empirical data-driven approach to idiographic assessment for purposes of developing conceptual analyses from the contextual-functional analytic perspective. Prerequisites: CPSY 5420, CPSY 5422.

CPSY 5424 Behavior-Analytic Intervention (2 Credits)
This course provides an overview of issues, principles and methods basic to clinical practice and intervention. Emphasis is given to the philosophy of science called radical behaviorism and its behavior-analytic functional-contextualistic traditions. This course specifically targets a range of commonly used methods of intervention (e.g., counter-conditioning and exposure-based treatments, guided action strategies, acceptance-commitment approaches, Eastern interventions). Issues relevant to the structuring of therapy sessions, the therapeutic relationship, behavioral nonadherence, empirical research, and other topics of therapeutic interest will be reviewed. This course will incorporate the use of experiential exercises, modeled demonstration, and behavior rehearsal methods for training purposes. Prerequisites: CPSY 5420, CPSY 5422, CPSY 5423.

CPSY 5466 Health Psychology (2 Credits)
This course is designed to provide students with a broad overview of the salient empirical and theoretical aspects of health psychology and behavioral medicine. The course will emphasize the role that psychological variables play in the development, exacerbation, treatment and prognosis of both acute and chronic illness. We will also highlight sociopolitical and cultural discourse surrounding end-of-life decision making, healthcare accessibility and the phenomenology of a disabled population.

CPSY 5467 Health Psychology Service Learning Seminar (1 Credit)
The Health Psychology Service Learning Seminar provides the opportunity for students to gain clinical experience with the underserved/underrepresented populations covered in the Health Psychology course (CPSY 5466). Students who enroll in the Seminar must agree to complete 20 hours of supervised clinical service with an agency and supervisor of their choice.

CPSY 5468 Sport and Performance Psychology Practicum in Collegiate Athletics I (2 Credits)
This is the first course in a year long, three-part sequence. This course serves the purpose of providing: a) practice in sport and performance psychology in a NCAA Collegiate Athletic Department under the supervision of licensed practitioners; b) an opportunity for students to learn about sport and performance psychology through observation and experiential opportunities; and c) information on professional development and conduct. The course requires didactic and experiential activities. The didactic component covers the practice of sport and performance consulting, focusing on gaining entry and building working relationships. Current research is integrated with theory, emphasizing empirically validated approaches to best practice.
CPSY 5469 Sport and Performance Psychology Practicum in Collegiate Athletics II (2 Credits)
This is the second course in a year long, three-part sequence. This course serves the purpose of providing: a) practice in sport and performance psychology in a NCAA Collegiate Athletic Department under the supervision of licensed practitioners; b) an opportunity for students to learn about sport and performance psychology through observation and experiential opportunities; and c) information on professional development and conduct. The course requires didactic and experiential activities. Psychological consultation, best practices, and professional development issues in sport and performance psychology are addressed.

CPSY 5470 Sport and Performance Psychology Practicum in Collegiate Athletics III (2 Credits)
This is the third course in a year long, three-part sequence. This course serves the purpose of providing: a) practice in sport and performance psychology in a NCAA Collegiate Athletic Department under the supervision of licensed practitioners; b) an opportunity for students to learn about sport and performance psychology through observation and experiential opportunities; and c) information on professional development and conduct. The course requires didactic and experiential activities. Psychological consultation, best practices, and professional development issues in sport and performance psychology are addressed.

CPSY 5480 Integrated Primary Care (2 Credits)
This course is designed to provide an introduction to the field of Integrated Primary Care (IPC). Primary health care physicians currently serve as the de-facto mental health care providers for approximately 50-80% of the patients they serve. Psychologists are desperately needed to support primary care, yet traditional clinical training does not adequately prepare them to work in this field. Students in this course can expect to acquire a solid knowledge in IPC that will enable them to function effectively in the primary care culture. A clinical exposure component are required so students can experience the pace and problem range seen in the primary care office. Class size is limited. Students not enrolled in the PsyD program must petition the instructor for approval to register.

CPSY 5500 Diagnosis & Treatment of Children (2 Credits)
CPSY 5505 Diagnosis & Treatment of Adolescents (2 Credits)
CPSY 5550 Couples Therapy (2 Credits)
Theory, techniques and research relating to couples therapy, including theoretical perspectives: behavioral couples therapy, emotionally-focused couples therapy and object relations couples therapy. The course also addresses specific problem areas, including domestic violence, infidelity, depression, anxiety, substance abuse and personality disorders. Prerequisite: CPSY 5030.

CPSY 5560 Family Therapy (2 Credits)
Theory, techniques and research relating to family therapy, including several theoretical perspectives: behavioral, experiential, psychodynamic, multigenerational approaches. Special topics covered include working with community resources, addressing developmental issues of children, working with medical and school systems, utilizing cultural factors in planning programs and interventions and adults in family therapy. Prerequisite: CPSY 5030.

CPSY 5562 Psychological Consultation (2 Credits)
This course provides an overview of the practice of psychological consultation. Theories and models of consultation in various settings including businesses, organizations, health care, and schools are covered. The process and stages of consultation from entry to termination are analyzed. This class differentiates consultation from other types of psychological interventions. Important legal, ethical and multicultural issues in consultation are addressed throughout the course. Students develop their own model for conducting consultation and refine that model through work with local organizations. Students increase their awareness of their strengths and weaknesses in the practice of consultation. Methods of instruction include lecture, discussion, experiential exercises, and interactions with local organizations and professional consultants.

CPSY 5590 Adult Psychopathology I (2 Credits)
Theoretical understanding and treatment of adults within a developmental, ego analytic framework. First quarter-differences between the neuroses, borderline, and psychoses. Prerequisite: CPSY 5020.

CPSY 5591 Adult Psychopathology II (2 Credits)
Theoretical understanding and treatment of adults within a developmental, ego analytic framework. Second quarter - the neuroses. Prerequisite: CPSY 5020.

CPSY 5592 Adult Psychopathology III (2 Credits)
This course is a continuation of Adult Psychopathology I and II with an emphasis on complex trauma and the psychotic disorders. Diagnostic understanding, differential diagnosis, and treatment implications are emphasized within a psychoanalytic orientation. Prerequisites: CPSY 5590 and CPSY 5591 or instructor approval.

CPSY 5620 Intersubjective Systems Theory (2 Credits)
This course focuses on psychotherapy from the perspectives of intersubjective systems theory in working with adults. We examine the co-creation of the therapeutic relationship, the making of meaning, empathic listening, attuning to the other's affective experience and putting the other's subjective experience into words. We develop treatment plans and case formulations that are consistent with this perspective.

CPSY 5680 Cognitive Assessment (4 Credits)
Theoretical, professional and clinical issues involving intelligence and its measurement; assessment of cognitive functioning and clinical interpretation of test results, focusing on the WAIS-III ( child equivalents). Prerequisite: CPSY 5130.
CPSY 5685 Introduction to Pediatric Neuropsychological Assessment (2 Credits)
Pediatric neuropsychology integrates many basic sciences including behavioral Neurology, developmental psychology, neuroanatomy, psychopathology, and psychological assessment. The role of pediatric neuropsychologist is to provide comprehensive assessment, consultation, and intervention in the context of a developing child. The course will review important concepts, theories, and empirical research in the field of pediatric neuropsychology. Students will learn the basic rationale in conducting a pediatric neuropsychological evaluation, including a brief review of many common pediatric assessment measures. In addition, many common pediatric disorders will be reviewed from a neuropsychological perspective including: Dyslexia, Attention Deficit hyperactivity Disorder, Pervasive Development Disorders, Traumatic Brain Injury, Seizure Disorders, and Mental Retardation. Upon completion of the course the student will have a greater appreciation of a neuropsychological conceptual framework and have a better understanding of specific pediatric disorders.

CPSY 5686 Suicide Prevention, Intervention and Postvention (2 Credits)
Suicide is a serious public health issue and challenge for the nation, Colorado, and our local communities. In 2009, suicide claimed the lives of almost 34,000 people in the United States and is the second leading cause of death for college students and men ages 25-34. In Colorado, there are many more suicides than motor vehicle deaths. While most clinicians are focused on the assessment and treatment of people at high risk for suicide, a more comprehensive approach is needed to prevent people from becoming suicidal in the first place. This course covers best practices in suicide prevention, intervention and “postvention” (suicide crisis response) and will explore the particular issues of several vulnerable populations.

CPSY 5687 Contemporary Issues in Geropsy (3 Credits)
This course addresses issues in aging. Topics include healthy aging, aging issues in diverse populations, contemporary options for care, challenges in service delivery, the interplay of medical and mental health needs, mental health treatment approaches and issues, and end-of-life issues.

CPSY 5690 Introduction to the Rorschach (4 Credits)
Exner's Comprehensive System for administering, scoring and development hypotheses with the Rorschach Test. Prerequisite: CPSY 5130.

CPSY 5692 Advanced Rorschach Analysis (2 Credits)
This course is an exploration of advanced topics in Rorschach interpretation. Topics will include: conceptual understanding of the Comprehensive System; content and sequence analysis; differential diagnosis; integrating alternative systems of interpretation with the Comprehensive System; development and use of special scales; appropriate use of computerized interpretation; and integration of Rorschach analysis with personality theory. Prerequisites include course work in Rorschach administration, scoring and basic interpretation; and in personality theory. Students will be expected to score, analyze, and present Rorschach protocols.

CPSY 5700 Adv Personality Assessment (3 Credits)
Projective techniques including Rorschach, storytelling tasks and projective drawings, with a focus both on test content and the patient-examiner relationship in the context of the diagnostic consultant. Prerequisites: CPSY 5130, CPSY 5680, CPSY 5690.

CPSY 5705 Self Report Assessment (3 Credits)
Construction and application of objective instruments, emphasizing the MMPI and MCMI. Students are required to submit test reposts. Prerequisite: CPSY 5130.

CPSY 5706 Self Report Assessment Lab (1 Credit)
Optional. For students anticipating a need for extra help with repost writing.

CPSY 5740 Int Personality Assessment (2 Credits)
This course is the culmination of the assessment sequence, and integrates techniques, approaches and concepts covered in issues in Measurement, Cognitive Assessment, Objective Personality Assessment, and Rorschach. Aspects of the other core courses in the curriculum will also be brought to bear on the question of how to obtain and how to interpret information within various theoretical models for the purposes of answering referral questions and planning interventions. Projective testing will be introduced as a source of behavior samples for which the occasioning environment is known to the psychologist. There will be focus on distinguishing interpretable from irrelevant information, and on integrating interpretable information into meaningful patterns. The goal of using assessment to answer referral question and plan treatments will generate a special focus on report writing.

CPSY 5741 Therapeutic Assessment (2 Credits)
This course explores the advances made in understanding and enhancing the therapeutic impact that assessment can have on clients. We read broadly in the area: from the genesis of collaborative assessment fueled by Fischer to the empirical foundations and structure of Therapeutic Assessment provided by Finn to novel applications of the approach highlighted by Handler. This important movement in assessment is applicable to personality, cognitive, and neuropsychological assessment as well as any professional endeavor that aims to help clients understand themselves in life-changing ways. The course is designed for those with a solid foundation in assessment who wish to develop greater facility in helping their clients.

CPSY 5750 Supervision (2 Credits)
This course is designed to familiarize students with theories of supervision; provide practical, guided experience in peer supervision/consultation; help students understand and critically discuss the supervisory process; aid in gaining awareness of how multicultural issues may affect supervision; and familiarize students with ethical and legal issues in supervision.

CPSY 5755 Supervision Practicum I (1 Credit)
This is a four quarter sequence, 1 quarter credit hour/quarter, in which advanced students will have the opportunity to supervise on beginning student under the overall supervision of a faculty member. Each quarter practicum will include appropriate level readings, group discussions and report writing. Admission to the course with instructor's approval.
CPSY 5756 Supervision Practicum II (1 Credit)
This is a four quarter sequence, 1 quarter credit hour/quarter, in which advanced students will have the opportunity to supervise one beginning student under the overall supervision of a faculty member. Each quarter practicum will include appropriate level readings, group discussions and report writing. Admission to the course with instructor's approval.

CPSY 5757 Supervision Practicum III (1 Credit)
This is a four quarter sequence, 1 quarter credit hour/quarter, in which advanced students will have the opportunity to supervise one beginning student under the overall supervision on a faculty member. Each quarter practicum will include appropriate level readings, group discussions and report writing. Admission to the course with instructor's approval.

CPSY 5758 Supervision Practicum IV (1 Credit)
This is a four quarter sequence, 1 quarter credit hour/quarter, in which advanced students will have the opportunity to supervise one beginning student under the overall supervision of a faculty member. Each quarter practicum will include appropriate level readings, group discussions and report writing. Admission to the course with instructor's approval.

CPSY 5760 Professional Issues II (2 Credits)
This class provides an organized and comprehensive approach to pre-doctoral psychology internship selection, emphasizing an understanding of “fit.” Topics covered include choosing sites; writing cover letters, CVs, and AAPI essays; preparing application materials; interviewing techniques; rank ordering sites; and dealing with emotions related to the process. The course syllabus includes important readings from the current literature. Lectures are balanced with guest appearances by DU Writing Center staff and others. Opportunities are given for role play among the students.

CPSY 5762 Qualitative Data Analysis (3 Credits)
This course, designed for psychology students who are completing their doctoral or masters’ projects, focuses on qualitative data analysis. Throughout the course, we explore different research traditions including phenomenology, grounded theory, ethnography, case study and critical theory. In doing so, we discuss their differing philosophical assumptions, procedures for research, and methods for data collection and analyses. Emphasis is placed on developing skills in qualitative data analysis techniques such as indexing, coding and memo writing. Students also gain experience using qualitative data software (NVIVO 7) and exploring its utility for visual representations and other analytic approaches to understanding their data.

CPSY 5765 Cognitive Behavioral Therapy (2 Credits)
This course focuses on clinical applications of cognitive-behavioral theory. Major theorists in the area are reviewed, including Ellis, Beck, Lazarus, and Meichenbaum. Research utilizing cognitive-behavioral therapy as an evidence-based practice are reviewed. In addition, key cognitive behavioral techniques are demonstrated and practiced.

CPSY 5770 Doctoral Paper Preparation (2 Credits)

CPSY 5775 Clinical Psychology Internsh (8 Credits)

CPSY 5815 Trauma and its Aftermath (2 Credits)
Conceptual model for treating trauma; incidence and specific treatment techniques for various types of trauma (e.g. combat vets, survivors of natural disaster and victims of childhood abuse); professional issues relating to trauma (e.g. secondary PTSD and ethical issues). Students exposed to a variety of reading and expected to integrate current research into clinical application. For advanced students who have both a clinical and conceptual background.

CPSY 5816 Int’l Psychology Externship (5 Credits)
International externship is one component of a yearlong advanced seminar. The five credit course offers students the opportunity to work with victims of disasters in an international setting.

CPSY 5840 Psychopharmacology (2 Credits)

CPSY 5880 Business Issues in Professional Psychology (2 Credits)
This course introduces students to business principles as they apply to professional psychology. Students think through various business practice decisions, such as starting, managing, marketing, and diversifying a psychology practice and consider the related legal, ethical, and financial issues.

CPSY 5899 Doctoral Paper Development (1 Credit)
This course is designed to facilitate the development and writing of the doctoral paper. Students are expected to adhere to the GSPP Doctoral Paper Guidelines and the APA style guidelines. A major feature of the class is student-to-student sharing and critiquing of doctoral project ideas and plans. Students are expected to take advantage of this opportunity to hone their writing skills and develop their doctoral paper proposal. Students have complete the proposal phase of their project further develop their research methodology.

CPSY 5991 Independent Study (1-17 Credits)

CPSY 5992 Directed Study (1-10 Credits)

CPSY 5993 Advanced Field Placement Experience (1-8 Credits)
All PsyD students are required to work as a Psychology Trainee in an outside agency each year prior to the internship year. The minimum total is 384 hours per year. Students are expected to arrange with a field placement to receive psychological clinical training, which could include the following types of experiences: psychotherapy, assessments, group therapy, individual therapy, family therapy, supervision, primary care psychology, intake evaluations, case management, consultation, testing, etc.
CPSY 5994 PsyD Internship (4.8 Credits)
The Graduate School of Professional Psychology (GSPP) requires that all students attend a yearlong or two half-time years of clinical internship. Internship is the clinical experience after the student has completed all courses, the clinical competency examination, and at least three years of residency at GSPP. Students typically apply through APPIC and are offered formal internships. Occasionally students create internships, but they must be approved formally through GSPP prior to the start of the internship. The basic experiences may include training in: psychotherapy, assessments, group therapy, individual therapy, family therapy, supervision, primary care psychology, intake evaluations, case management, consultation, testing, etc.
To register, student must have departmental approval. Students can register half-time for 4 credit hours or full-time for 8 credit hours.

CPSY 5995 Independent Research (1-17 Credits)

Graduate School of Social Work
The Graduate School of Social Work (GSSW) at the University of Denver is internationally recognized as a leader in educating practitioners, scholars, educators and researchers. GSSW’s mission is to foster social responsibility regarding social and economic justice, quality of life and multicultural communities, based on equality for all people. This mission is carried out in a rich educational environment featuring excellent teaching by award-winning faculty, as well as path-breaking research and three institutes focused on child welfare, gerontology and the human-animal connection. GSSW’s doctoral program was one of the first in the United States. The Master of Social Work (MSW) program is nationally ranked in the top 11% and offers concentrations in child welfare, children and youth, family systems, aging services and policy, health and wellness, mental health, organizational leadership and policy, and sustainable development and global practice. The MSW curriculum includes international experiential courses and internships, as well as certificates in animal-assisted social work, couples and family therapy, and social work with Latinos/Latinas. GSSW also offers MSW degree programs on-location in Durango and Glenwood Springs, Colorado.

Graduate School of Social Work
GSSW’s MSW program is ranked in the top 11 percent of all accredited MSW programs in the country by U.S. News & World Report. (http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-health-schools/university-of-denver-127060)

In addition to excellent instruction by our committed and highly accessible faculty members, our on-campus MSW programs allow you to customize your career preparation by choosing from eight specialized concentrations:

- Aging Services and Policy
- Child Welfare
- Children and Youth: Risks and Positive Development
- Family Systems
- Health and Wellness
- Mental Health
- Organizational Leadership and Policy Practice
- Sustainable Development and Global Practice

In addition, students can work towards three unique certificate programs:

- Animal Assisted Social Work
- Couples Therapy (in cooperation with the Denver Family Institute)
- Social Work with Latino/as

Our Four Corners MSW program (based in Durango, Colorado) and Western Colorado MSW program (based in Glenwood Springs, Colorado) feature weekend scheduling and course content designed to meet the unique needs of local communities in those areas.

Whichever MSW program is right for you, you’ll begin your specialization after just two quarters of study, earlier than in other, more traditional MSW programs.

We also offer a Doctor of Philosophy in Social Work

Accreditation
Since 1933, our MSW program has been accredited by the Council on Social Work Education (CSWE) (http://www.cswe.org), a specialized accrediting body recognized by the Council on Post-Secondary Accreditation.

CSWE accreditation signifies that our MSW program meets nationally accepted standards in eight areas:

- mission, goals and objectives
- curriculum
Certificate in Animal Assisted Social Work

The Animal-Assisted Social Work Certificate is the first of its kind in the nation. It explores the therapeutic use of animals in many types of social work practice—a new and exciting aspect of the field.

By earning this certificate, you'll learn how to create, implement and evaluate AASW programs in which an animal becomes a teacher, therapist, facilitator and companion. You'll learn how to choose the most appropriate animals for particular therapies, and how to care for the animals in accordance with nationally recognized standards.

You'll also understand how to identify, assess and intervene in "link" violence—the frequent connection between animal-abuse and violence toward people.

The AASW certificate adds specialized courses to the MSW curriculum and includes a field internship offering opportunities for AASW practice.

Couples & Family Therapy Certificate

You may begin work toward the Couples and Family Therapy Certificate as part of your concentration curriculum through a cooperative program with the Denver Family Institute (http://www.denverfamilyinstitute.org). The program provides you with:

• advanced learning, and direct clinical training and practice with families, couples and individuals;
• state-of-the-art, hands-on training with master practitioners and family therapy trainers, helping you to become a skilled practitioner;
• the opportunity to develop a clinical specialty, thus facilitating your social work employment opportunities and career preparation; and
• clinical supervision (live and video) for licensure, and the opportunity for dual licensure in both social work, and marriage and family therapy.

You'll take 10 quarter hours of coursework at the Denver Family Institute, completing your first year of work toward the certificate while still at GSSW. After obtaining your MSW, you'll complete an additional year of coursework, two years of post-master's degree supervision requirements and 500 clinical contact hours.

NOTE: Additional fees are required for this certificate and students must be admitted by both programs.

Certificate in Social Work with Latinos/as

The Social Work with Latinos/Latinas Certificate addresses the critical need for bilingual and culturally responsive social workers, preparing you to effectively serve individuals and families of Mexican and Latin American origin.

Certificate courses are based in a model of critical pedagogy (power, oppression, and privilege), which examines the interconnectedness of issues of race, racism, citizenship status, and relationships between the United States and Latin American countries.

The certificate includes:

• an intensive Spanish language summer immersion course (taught collaboratively with the Department of Languages and Literatures)
• an experiential course taught in Latin America
• additional specialized courses for those seeking to work with Latino/a populations
• a field internship offering you the opportunity to work with Spanish-speaking clients

Within GSSW's MSW curriculum, the Latino/a certificate program can be combined with any of our eight concentrations (http://www.du.edu/socialwork/programs/oncampus/twoyear/concentration). Once you complete this certificate, you'll have the knowledge, skills, and linguistic ability to effectively serve Latinos/as and their communities.

Master of Social Work With a Concentration in Aging Services and policy

The Aging Services and Policy concentration prepares social workers to practice across the continuum of services that promote quality of life and independence for older adults and their families. Social workers interested in aging provide clinical care in health, behavioral health, memory care, community and residential settings. Additionally, social workers intervene in social justice issues impacting older adults through educational,
management, program development, advocacy and policy work. This concentration emphasizes culturally responsive practice needed for the increasing diversity among older adults locally, nationally and internationally.

Students engage in field education in a variety of settings such as community service agencies and government agencies, home health and hospice agencies, outpatient and inpatient medical care settings, residential facilities across the continuum of care, gero-psychiatry services, and advocacy agencies. Clients are predominately older adults and their families, but may include clients of all ages. These placements can offer opportunities to gain skills in clinical interventions, care management, group work, program and policy development, advocacy, and administration.

**Master of Social Work With a Concentration in Child welfare**

The Child Welfare concentration prepares social workers for work with children and families served in public and private child welfare agencies. Most of these children and families have experienced child maltreatment. Many of these families are also experiencing poverty, domestic violence, mental illness and substance abuse.

Intervention is focused on building upon individual and family strengths, preventing and alleviating the consequences of child maltreatment, and promoting the safety, permanence and well-being of children who have suffered, or are at risk of, child maltreatment.

**Master of social work with a concentration in Children and youth: Risks and Positive development**

This concentration provides students with knowledge and skills to work from a resilience perspective with adolescents and children in a wide variety of settings: mental health, family services agencies, schools, treatment centers, youth correctional facilities, and community agencies.

The concentration gives students expertise in the theories and practices for prevention, early intervention and clinical treatment with children and youth. The overarching frameworks for the concentration are positive youth development and resilience. Students learn clinical strategies that are particularly effective for working with children and youth.

**Master of Social Work With a Concentration in family systems**

The Family Systems Practice concentration provides students with knowledge and skills to work from a family systems perspective with adults, adolescents and children in a wide variety of settings: mental health and family services agencies, schools, treatment centers and community agencies.

“Family” is defined broadly to include biological lineages, affiliational families and communities. Social workers using this perspective may intervene with individuals, couples, several members of a family, peer groups, work associates, schools, classrooms and organizations. Clients are viewed as being part of a larger context, situated in multiple social locations: race, ethnicity, class, sexual orientation, gender identity, age, ability and citizenship status. Assessment and intervention are applied within this context, with a goal of strengthening families and other systems, and the individuals within these systems.

**Master of Social Work With a Concentration in health and wellness**

The Health and Wellness concentration prepares students to be practitioners in diverse health, integrated health and wellness settings. Students study a variety of practice skills, theories and evidence-based modalities to prepare for social work in comprehensive and specialized health care facilities, public health clinics and programs and/or wellness and preventative healthcare programs.

The Health and Wellness concentration allows students to practice specific skill sets that incorporate problem-solving, integrative and strengths-based approaches to care. Students gain exposure to classical Western medical social work settings (such as hospitals), to integrative health settings (where mental health, drug and alcohol intervention, and medical care are connected) and to organizations primarily focused on promoting mental, emotional, physical, spiritual, community, social and/or environmental wellness. Students can choose to experience a range of options from learning medical terminology to studying complementary and alternative medicine techniques focused on the mind-body connection.

Course work also illuminates the history of health and health disparities in the United States and globally, preparing students for culturally competent clinical practice, as well as leadership and advocacy in health and wellness administrative and policy practice.

**Master of Social Work With a Concentration in mental health**

The Mental Health concentration focuses on clinical interventions, advanced theory and research related to mental health, substance use and trauma. Core topics include the assessment of mental health and substance use, skills in crisis intervention and suicide risk-assessment, policy related to mental health and substance use intervention and key clinical interventions and skills.

Courses include intervention in drug dependency and mental health interventions from several theoretical perspectives: solution focused interventions, cognitive approaches, trauma informed interventions, existential, interpersonal/psychodynamic and strengths/empowerment approaches in community mental health.

Field education placements are offered in agencies that provide psychotherapy, crisis intervention, case management and other clinical interventions related to mental health, substance use and trauma.
Master of Social Work With a Concentration in organizational leadership and policy practice

The Organizational Leadership and Policy Practice concentration prepares social work practitioners to work at community, organizational and societal levels. Practitioners work to build the capacity of communities, organizations and policy-makers to advance human rights, social justice and the well-being of all peoples. Community social workers use leadership skills to develop programs, administer organizations, build community coalitions, craft and analyze social policy, advocate for policy and program change, and implement program and policy research to support best practices for social services delivery. Students complete field work in community based settings and organizations that address a range of social problems and policy issues such as poverty, women’s rights, health care, homelessness and education.

Master of Social Work With a Concentration in sustainable development and global practice

Humans need an ecological understanding of their place in the natural environment to promote personal health and well-being, environmental awareness, sense of belonging in a community, sustainability, resilience and advocacy. Students will develop practice behaviors in assessment, community engagement, education, health promotion, mobilization, organizing, poverty reduction, environmental preservation and capacity building strategies. Students in the Sustainable Development and Global Practice concentration will learn about local and global policies and laws relevant to humane treatment of human and animals, human security, sustainable development strategies in countries emerging from conflict, conservation of nature, biodiversity and sustainability, land use, and water use.

Courses and field internships will be guided by the principles of human rights, global justice, and sustainability and will address complex social and economic development, reconciliation and restorative justice, implementation of sustainable development strategies in countries emerging from conflict, conservation of nature, and biodiversity issues to support the systemic interconnections of human-animal and ecosystem health using practice-informed environmental health and capacity-building strategies.

Students learn to partner effectively with families, communities, non-governmental organizations (NGOs) and institutions by developing competencies in assessment, community engagement, education, health promotion, mobilization, environmental preservation, organizing and developing strategies to reduce poverty and build capacity.

Master of Social Work With a Concentration in Clinical Social Work (Western Colorado Program)

Launched in the fall of 2013, the Western Colorado MSW Program is helping to meet the human services needs of organizations and communities in western Colorado, including Grand Junction, Glenwood Springs and Rifle. The program is based in Glenwood Springs.

Program Objectives:

- provide professional education to support local workforce development
- address community concerns and the special needs of rural communities
- strengthen the professional social work infrastructure of Western Colorado communities

Teaching Methods:

- summer intensive courses taught on-site in the Western Colorado region by GSSW faculty and local social work professionals
- classes simulcast and broadcast from Denver using Interactive Video
- online and hybrid courses using Web-based technology
- field education internships throughout the Western Colorado area
- online access to the University of Denver library for both students and faculty

Master of Social Work With a Concentration in Clinical Social Work (Four Corners Program)

GSSW’s Four Corners MSW Program operates through a unique partnership with the Colorado Department of Human Services, Fort Lewis College, Southwest Colorado Community College and many other Four Corners agencies.

Since 2002, this program—based in Durango, Colorado— has met a need for graduate-level MSW education in the rural and tribal communities of the Four Corners region that includes southwestern Colorado, Arizona, Utah and New Mexico. Through the program, Four Corners residents can earn the MSW degree in or near their home communities.

Program Objectives:

- enhance social service delivery systems
- address community problems and the special needs of rural communities
address the concerns and needs of multi-ethnic communities, with special emphasis on local Native American communities
strengthen the professional social work infrastructure of Four Corners communities

Teaching Methods:
- GSSW faculty and local social work professionals teach courses on-site in Durango
- we use Interactive TV (ITV) to simulcast and broadcast classes from Denver
- we provide online and hybrid courses using Web-based technology
- GSSW offers field education internships throughout the Four Corners area
- both you and your instructors have online access to the University of Denver's Penrose Library, part of DU's new Anderson Academic Commons

doctor of philosophy in social work

The doctoral program at the Graduate School of Social Work trains master's level human service professionals from across the country and around the world to become social work researchers, educators and policy experts.

Founded in 1968, our PhD program is among the oldest social work doctoral programs in the nation. Here, you'll work alongside distinguished faculty members (http://www.du.edu/socialwork/facultyandstaff/facultydirectory) to conduct research, write publications and gain substantive and methodological knowledge in the field of social work.

As doctoral students, you're encouraged to develop a solid understanding of the theories, social interventions and policies that guide research in your substantive area.

The program emphasizes:
- knowledge development through advanced coursework in theory, policy and research methodology;
- research competencies through required and elective courses, graduate research assistantships and dissertation research;
- collaboration with faculty working in diverse, substantive areas including high-risk youth, child welfare, gerontology, mental health, substance abuse and poverty; and
- teaching skills through a teaching practicum, elective courses and faculty mentoring.

Master of Social Work

Application dates
GSSW accepts and processes MSW applications on a rolling basis. To receive priority consideration for financial aid, you must submit your completed application by Jan. 15, 2014.

Entry dates
Two-year students begin the MSW program in fall quarter.

Advanced standing students begin the MSW program in early July. The advanced standing program is available only to applicants with a baccalaureate degree in social work from a college or university whose social work program is accredited by, or in accreditation candidacy with, the Council on Social Work Education (CSWE) at the time the degree is conferred.

How to apply
To apply, you must submit an application online. A completed MSW application includes:
- the Master of Social Work Application (submitted online)
- the Career Goals Statement; For detailed instructions, view the printable instructions (PDF)
- an Experience Summary (submitted online)
- an official transcript from each college or university previously attended (Official paper transcripts must be mailed to the GSSW Office of Admission)
- two written recommendations
  - You'll need reference names and valid email addresses during the online application process
  - Recommenders will be emailed the appropriate form and detailed instructions on how to submit their recommendation electronically
- a résumé (submitted online)
- a $65 application fee (submitted online or mailed separately)

Please note that GRE scores are not required as part of our MSW admission process.

International students who wish to apply to the MSW program also must submit additional items listed on our international student page.
certificates

Overall Requirements for Admission to Certificate Programs

Students who wish to be considered for admission to any one of the four academic certificate programs must:

- successfully complete the foundation curriculum at GSSW or be admitted to the MSW program as an advanced standing student
- be in good standing in both academics and field
- declare intention to complete certificate on Course Planning Worksheet according to established deadlines
- be willing and able to attend all classes required for the certificate at the time these classes are offered
- be willing and able to meet all academic requirements for their concentration and practice track, as well as for the certificate program
- pay any additional tuition or fees as required
- meet any additional eligibility requirements listed within the individual certificate descriptions below

Animal-Assisted Social Work Certificate

Students who wish to be considered for admission to the Animal-Assisted Social Work Certificate program must meet all of the general requirements for admission to certificate programs listed in the introductory section. In addition, they must complete the introductory course (SOWK 4795) prior to taking the SOWK 4796 and SOWK 4797 and they must attend a series of scheduled experiential AASW activities.

Certificate in Couples and Family Therapy

Students who wish to be considered for admission to the Certificate in Couples and Family Therapy must meet all of the general requirements for admission to the certificate programs listed in the introductory section. In addition, they must apply directly to the Denver Family Institute (http://denverfamilyinstitute.org). DFI reserves space for GSSW students each year, but openings are limited. The program only accepts applications from students who will complete the entire certificate program including the post-graduate coursework, supervision and clinic hours. A strong sense of self and social work values, interest in couples and family therapy work, and the desire to be part of a clinical community are also a plus. Applications are accepted in the Spring for admission in Fall Quarter. Limited additional spaces in the program are reserved for advanced standing students.

Social Work with Latinos/as Certificate

Students who wish to be considered for admission to the Social Work with Latinos/as Certificate program must meet all of the general requirements for admission to certificate programs. In addition, the Social Work with Latinos/as Certificate program requires:

- The ability and willingness to complete the intensive Spanish language immersion course (SOWK 4750 – Critical Perspectives on the Latino Context) during the spring or summer quarter preceding the concentration year. Advanced standing students must complete this course during their first summer of enrollment.
- The ability and willingness to complete SOWK 4757 – SW & Mexican Culture: An Intensive Practice & Spanish Immersion course.* This is a travel course to Mexico. Two-year students will register for this course with their Spring course load in the foundation year, with travel occurring in the summer. Advanced standing students will register for this course as part of their Summer course load.
- Ability to demonstrate a minimum proficiency level of Intermediate (or higher) in Spanish. A proficiency exam, if needed, can will be provided by GSSW.

*Please note: Due to the nature of international travel, circumstances may arise that inhibit our best travel intentions. In the event that travel to Mexico is not possible, the faculty will develop an alternative experiential course that may include other relevant domestic or international travel.

PhD Program

To apply to the GSSW doctoral program, you must have:

- a master's degree
  - conferred by a school of social work accredited by the Council on Social Work Education (CSWE), or
  - in one of the social sciences, and demonstrated evidence of substantial professional experience in the social work field;
- a clear interest in developing advanced theory, policy and research skills in a substantive area relevant to the field of social work;
- a superior academic record in all previous work; and
- the maturity, intellectual ability and readiness for advanced study.

Two years of post-master's practice experience is preferred, but not mandatory.

Doctoral students are expected to enter the program with a basic proficiency in descriptive and inferential statistics. This knowledge is necessary for several of the required doctoral courses. If you lack this required statistical proficiency, you should plan to take a basic statistics course before enrolling at GSSW.
Our on-campus MSW programs allow you to customize your career preparation by choosing from eight specialized concentrations:

- Aging Services and Policy
- Child Welfare
- Children and Youth: Risks and Positive Development
- Family Systems
- Health and Wellness
- Mental Health
- Organizational Leadership and Policy Practice
- Sustainable Development and Global Practice

In addition, students can work towards three unique certificate programs:

- Animal Assisted Social Work
- Couples Therapy (in cooperation with the Denver Family Institute)
- Social Work with Latino/as

Our Four Corners MSW program (based in Durango, Colorado) and Western Colorado MSW program (based in Glenwood Springs, Colorado) feature weekend scheduling and course content designed to meet the unique needs of local communities in those areas.

Whichever MSW program is right for you, you'll begin your specialization after just two quarters of study, earlier than in other, more traditional MSW programs.

We also offer a Doctor of Philosophy in Social Work.

**Certificate in Animal-Assisted Social Work**

The Animal-Assisted Social Work Certificate is the first of its kind in the nation. It explores the therapeutic use of animals in many types of social work practice—a new and exciting aspect of the field.

**Program Requirements**

**Field Internship Requirements**

Students enrolled in this certificate program are required to complete 15 hours of concentration year field internship (five in each of three quarters) in a program or agency that either offers animal-assisted social work or is interested in developing it. Students must include a plan for integrating the specific requirements of the certificate into those of the internship on the Individualized Field Education Plan (IFEP). The internship must fulfill the requirements of the concentration practice track, as well as those of the certificate.

**Coursework Requirements**

Within their course of study, AASW Certificate program students must include the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 4795</td>
<td>Integration of Animals Into Therapeutic Settings</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4796</td>
<td>Animal Assisted Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4797</td>
<td>Issues for Evidence-Supported Animal Assisted Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4960</td>
<td>Concentration Field Internship: Clinical</td>
<td>18</td>
</tr>
<tr>
<td>or SOWK 4961</td>
<td>Concentration Field Internship: Community</td>
<td></td>
</tr>
</tbody>
</table>

**Certificate in Couples and Family Therapy**

You may begin work toward the Couples and Family Therapy Certificate as part of your concentration curriculum through a cooperative program with the Denver Family Institute (http://www.denverfamilyinstitute.org).

**Program Requirements**

**Field Internship Requirements**

A limited number of internship placements for concentration year and advanced standing students are made available each year at DFI for GSSW students. All DFI field internship students must also enroll in, and complete, the Couples and Family Therapy Certificate Program. However, students in this certificate may also complete their field internships elsewhere.
Coursework Requirements

Couples and Family Therapy Certificate students in the Families Systems concentration will take a Theory for Practice course and two Methods/Skills courses at DFI. These courses are taken in place of the Theory for Practice and Methods/Skills courses that GSSW requires within the Families Systems concentration (SOWK 4320, SOWK 4420, and choice of 3rd Methods/Skills). However, in order to receive credit for these courses at GSSW, students must register at GSSW for the equivalent DFI courses, in addition to registering for these courses at the Denver Family Institute. Students will earn ten hours of GSSW credit for courses taken at DFI. As a result, most two-year students participating in this program graduate with a minimum of 91 credit hours.

At GSSW, students will complete all other remaining course requirements for the concentration.

Students in other concentrations also may participate in the certificate program, completing all required courses for their concentration and taking DFI courses as 10 hours of their electives.

Fees

The Denver Family Institute charges tuition, payable at the beginning of each quarter. This fee is in addition to GSSW tuition, but it is less than half of what non-GSSW students are charged. The reduction in fees is given to GSSW students attending DFI as a scholarship contingent upon graduation from the Couples and Family Therapy Certificate program. For current fee information, please contact the Denver Family Institute (http://denverfamilyinstitute.org).

Certificate in Social Work with Latinos/as

The Social Work with Latinos/as Certificate addresses the critical need for bilingual and culturally responsive social workers, preparing students to effectively serve individuals and families of Mexican and Latin American origin.

Program Requirements

Field Internship Requirements

Students enrolled in this certificate program are required to complete fifteen hours of concentration year field internship (five in each of three quarters) in a program or agency offering the opportunity to work with Latino/a clients and use Spanish at least 30% of the time. Students must include a plan for integrating the specific requirements of the certificate into those of the internship on the Individualized Field Education Plan (IFEP). The internship must fulfill the requirements of the concentration practice track, as well as those of the certificate.

Coursework Requirements

Within their course of study, Social Work with Latinos/as Certificate program students must include the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOWK 4750</td>
<td>Critical Perspectives on the Latino Context</td>
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<td>SOWK 4757</td>
<td>Social Work and Mexican Culture: Intensive Practice and Spanish Immersion</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4753</td>
<td>Social Development in Latin America</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4749</td>
<td>Social Work Interventions with Latinos/as</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 4960</td>
<td>Concentration Field Internship: Clinical</td>
<td>15</td>
</tr>
<tr>
<td>or SOWK 4961</td>
<td>Concentration Field Internship: Community</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 27

Master of Social Work with a Concentration in Aging Services and Policy

The Aging Services and Policy concentration prepares social workers to practice across the continuum of services that promote quality of life and independence for older adults and their families. Social workers interested in aging provide clinical care in health, behavioral health, memory care, community and residential settings. Additionally, social workers intervene in social justice issues impacting older adults through educational, management, program development, advocacy and policy work. This concentration emphasizes culturally responsive practice needed for the increasing diversity among older adults locally, nationally and internationally.

Students engage in field education in a variety of settings such as community service agencies and government agencies, home health and hospice agencies, outpatient and inpatient medical care settings, residential facilities across the continuum of care, gero-psychiatry services, and advocacy agencies. Clients are predominately older adults and their families, but may include clients of all ages. These placements can offer opportunities to gain skills in clinical interventions, care management, group work, program and policy development, advocacy, and administration.

*The minimum credits required for the MSW degree is 90 (60 for advanced standing students). Part-time options are available in consultation with student advisor.*
Degree Requirements

Coursework Requirements

Foundation Curriculum for Two-Year Students

First Year

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<tr>
<th>Fall</th>
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<th>Spring</th>
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<td>SOWK 4006</td>
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Foundation Curriculum for Advanced Standing Students

First Year

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<th>Summer</th>
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<td>SOWK 4132</td>
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<td>SOWK 4299</td>
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<td>Total Credits: 12</td>
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</table>

Aging Services and Policy Concentration Curriculum

THEORY FOR PRACTICE (3 credits required)

- SOWK 4350 Evolving Perspectives and Trends in Aging

Also Recommended:

- SOWK 4325 Evolving Perspectives and Trends in Health and Wellness
- SOWK 4320 Theories and Practice of Family Systems Therapy
- SOWK 4370 Community and Organizational Change: Theory for Practice

METHODS/SKILLS (9 credits required)

- SOWK 4523 Care Management Skills and Resources to Promote Community Living

AND AT LEAST TWO OF THE FOLLOWING COURSES:

- SOWK 4445 Social Work Assessment and Intervention in Aging
- SOWK 4340 Leadership and Supervision Skills
- SOWK 4422 Strategies for Family Meetings
- SOWK 4723 Social Work Practice in Health Care
- SOWK 4725 Mind-Body Connections and Social Work Practice
- SOWK 4741 Grief and Loss Across the Lifespan
- SOWK 4330 Assessment of Mental Health and Drug Use in Adults
- SOWK 4721 Existential Social Work Practice
- SOWK 4401 Integrated Health Care: Models and Practice
- SOWK 4501 Wellness Prevention and Intervention Across the Lifespan

POLICY & PROGRAM ADVOCACY: FOSTERING SOCIAL & ECONOMIC JUSTICE (3 credits required)

- SOWK 4650 Aging Policy

Also Recommended:

- SOWK 4645 Health Care Policy

RESEARCH (6 credits required)

- SOWK 4900 Methods for Evaluating Practice and Programs

& SOWK 4901 and Applied Practice Evaluation Research (Research courses must be taken in sequence. The research will be conducted in the Student's field placement.)

VALUES FOR PRACTICE (3 credits required)

AT LEAST THREE CREDITS FROM THIS LIST:
SOWK 4732  Disrupting Privilege through Anti-Oppressive Practice  
SOWK 4232  Advanced Multicultural Practice: Critical Race Theory Praxis  
SOWK 4764  Historical Trauma and Healing  
SOWK 4235  Disproportionality and Disparities Across Systems: The Impact on Children and Youth  
SOWK 4240  Intergenerational Justice  
SOWK 4749  Social Work Interventions with Latinos/as  
SOWK 4751  Global Relations and Poverty in Mexico  
SOWK 4759  Global Cultural Perspectives: Consensus and Conundrums (SOWK 4971 Social Work in Thailand)  
SOWK 4753  Social Development in Latin America  
SOWK 4758  Social Work in Kenya: Context, Conservation, Empowerment, Sustainability (SOWK 4971 SW in Postwar Bosnia)  
SOWK 4890  Contemporary Global Issues  
SOWK 4971  Experimental Class (Social Work in Thailand)  
SOWK 4990  Topics in Social Work (as approved, titles vary)  

**INTERNSHIP (15 credit minimum required)**  
SOWK 4970  Concentration Field Internship  

**CAPSTONE (1 credit required)**  

**ELECTIVE COURSES RELEVANT TO AGING SERVICES POLICY INCLUDE: (12 credits required)**  
- SOWK 4730  Cognitive Approaches to Social Work Practice  
- SOWK 4700  Solution Focused Brief Practice  
- SOWK 4735  Interpersonal Approaches to Counseling  
- SOWK 4754  Trauma and Recovery in Social Work Practice  
- SOWK 4755  Interventions for Responses to Trauma  
- SOWK 4775  Social Work with Adult Groups  
- SOWK 4784  Suicide Prevention and Crisis Intervention  
- SOWK 4971  Experimental Class (Helping Military Families)  

* In addition to electives above, students may take courses from other concentration areas OR up to 10 credits of coursework from other DU graduate programs with the approval of the advisor and Associate Dean for Academic Affairs  

**TOTAL CREDITS REQUIRED FOR CONCENTRATION CURRICULUM: 52**

### Master of Social Work with a Concentration in Child Welfare

The Child Welfare concentration prepares social workers for work with children and families served in public and private child welfare agencies. Most of these children and families have experienced child maltreatment. Many of these families are also experiencing poverty, domestic violence, mental illness and substance abuse.  

Intervention is focused on building upon individual and family strengths, preventing and alleviating the consequences of child maltreatment, and promoting the safety, permanence and well-being of children who have suffered, or are at risk of, child maltreatment.  

*The minimum credits required for the MSW degree is 90 (60 for advanced standing students). Part-time options are available in consultation with student advisor.*

### Degree Requirements

**Coursework Requirements**

**Foundation Curriculum for Two-Year Students**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credits Winter</th>
<th>Credits Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
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</tr>
<tr>
<td>SOWK 4132</td>
<td>3 SOWK 4003</td>
<td>3 SOWK 4950</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 4020</td>
<td>4 SOWK 4007</td>
<td>4 Begin Concentration Curriculum, see Concentration Curriculum Requirements below</td>
<td></td>
</tr>
<tr>
<td>SOWK 4001</td>
<td>3 SOWK 4120</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK 4006</td>
<td>3 SOWK 4201</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK 4950</td>
<td>4 SOWK 4950</td>
<td>4</td>
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<td></td>
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**Total Credits: 38**
Foundation Curriculum for Advanced Standing Students

First Year
Summer

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOWK 4132</td>
<td>Child Maltreatment: Causes and Developmental Consequences</td>
<td>3</td>
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<tr>
<td>SOWK 4299</td>
<td>Theories and Practice of Family Systems Therapy</td>
<td>3</td>
</tr>
<tr>
<td>Begin Concentration Curriculum, see Concentration Curriculum Requirements below</td>
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<td></td>
</tr>
</tbody>
</table>

Total Credits: 12

Child Welfare Concentration Curriculum

**THEORY FOR PRACTICE (3 credits required)**

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>SOWK 4305</td>
<td>Child Maltreatment: Causes and Developmental Consequences</td>
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Also Recommended:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>SOWK 4320</td>
<td>Theories and Practice of Family Systems Therapy</td>
</tr>
<tr>
<td>SOWK 4315</td>
<td>Building Resilience: Healthy Development in Childhood and Adolescence</td>
</tr>
<tr>
<td>SOWK 4345</td>
<td>Intersections of Mental Health, Substance Abuse and Trauma</td>
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**METHODS/SKILLS (9 credits required)**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOWK 4415</td>
<td>Intake and Family Based Services: Assessment and Intervention</td>
</tr>
<tr>
<td>SOWK 4416</td>
<td>Foster Care and Permanency Planning</td>
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AND AT LEAST ONE COURSE FROM THIS LIST:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOWK 4454</td>
<td>Child and Adolescent Trauma</td>
</tr>
<tr>
<td>SOWK 4705</td>
<td>Forensic Orientation in Social Work Practice: Assessment and Interventions with High-Risk Offenders</td>
</tr>
<tr>
<td>SOWK 4710</td>
<td>Domestic Violence</td>
</tr>
<tr>
<td>SOWK 4340</td>
<td>Leadership and Supervision Skills</td>
</tr>
<tr>
<td>SOWK 4335</td>
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<tr>
<td>SOWK 4422</td>
<td>Strategies for Family Meetings</td>
</tr>
<tr>
<td>SOWK 4754</td>
<td>Trauma and Recovery in Social Work Practice</td>
</tr>
<tr>
<td>SOWK 4430</td>
<td>Drug Dependency Interventions</td>
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<tr>
<td>SOWK 4741</td>
<td>Grief and Loss Across the Lifespan</td>
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<tr>
<td>SOWK 4412</td>
<td>Practice Elements in Youth Mental Health Intervention</td>
</tr>
<tr>
<td>SOWK 4500</td>
<td>Mental Health Interventions with Children</td>
</tr>
<tr>
<td>SOWK 4730</td>
<td>Cognitive Approaches to Social Work Practice</td>
</tr>
<tr>
<td>SOWK 4713</td>
<td>Interdisciplinary Approaches to School, Family and Community Programs</td>
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**POLICY & PROGRAM ADVOCACY: FOSTERING SOCIAL & ECONOMIC JUSTICE (3 credits required)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOWK 4600</td>
<td>Child Welfare Policies and Services</td>
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Also recommended:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOWK 4645</td>
<td>Health Care Policy</td>
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<tr>
<td>SOWK 4635</td>
<td>Immigration Policies and Services</td>
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<tr>
<td>SOWK 4605</td>
<td>Poverty: Policies and Services</td>
</tr>
<tr>
<td>SOWK 4610</td>
<td>Policies and Programs for Children and Youth</td>
</tr>
<tr>
<td>SOWK 4712</td>
<td>Law of Family and Child</td>
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<tr>
<td>SOWK 4640</td>
<td>Mental Health and Drug Dependency Policies and Systems</td>
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**RESEARCH (6 credits required)**

<table>
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOWK 4900</td>
<td>Methods for Evaluating Practice and Programs</td>
</tr>
<tr>
<td>SOWK 4901</td>
<td>Applied Practice Evaluation Research (Research courses must be taken in sequence. The research will be conducted in the Student's field placement.)</td>
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</table>

**VALUES FOR PRACTICE (3 credits required)**

AT LEAST THREE CREDITS FROM THIS LIST:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 4732</td>
<td>Disrupting Privilege through Anti-Oppressive Practice</td>
</tr>
<tr>
<td>SOWK 4232</td>
<td>Advanced Multicultural Practice: Critical Race Theory Praxis</td>
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<td>SOWK 4764</td>
<td>Historical Trauma and Healing</td>
</tr>
<tr>
<td>SOWK 4235</td>
<td>Disproportionality and Disparities Across Systems: The Impact on Children and Youth</td>
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</table>
SOWK 4240  Intergenerational Justice  
SOWK 4749  Social Work Interventions with Latinos/as  
SOWK 4751  Global Relations and Poverty in Mexico  
SOWK 4759  Global Cultural Perspectives: Consensus and Conundrums  
SOWK 4971  Experimental Class (SW Response to Postwar Bosnia)  
SOWK 4753  Social Development in Latin America  
SOWK 4758  Social Work in Kenya: Context, Conservation, Empowerment, Sustainability  
SOWK 4890  Contemporary Global Issues  
SOWK 4971  Experimental Class (SW Response to Postwar Bosnia)  
SOWK 4971  Experimental Class (Social Work in Thailand)  
SOWK 4990  Topics in Social Work (as approved, titles vary)  

**INTERNSHIP (15 credit minimum required)**  
SOWK 4970  Concentration Field Internship  

**CAPSTONE (1 credit required)**  

*ELECTIVE COURSES RELEVANT TO CHILD WELFARE CONCENTRATION INCLUDE: (12 credits required)  
SOWK 4700  Solution Focused Brief Practice  
SOWK 4755  Interventions for Responses to Trauma  
SOWK 4721  Existential Social Work Practice  
SOWK 4735  Interpersonal Approaches to Counseling  
SOWK 4784  Suicide Prevention and Crisis Intervention  
SOWK 4330  Assessment of Mental Health and Drug Use in Adults  
SOWK 4715  School Social Work Interventions  
SOWK 4971  Experimental Class (Helping Military Families)  
SOWK 4971  Experimental Class (Eco-Friendly Experiential Therapy with Children and Youth)  
SOWK 4425  Positive and Community Youth Development  

* In addition to electives above, students may take courses from other concentration areas OR up to 10 credits of coursework from other DU graduate programs with the approval of the advisor and Associate Dean for Academic Affairs  

**TOTAL CREDITS REQUIRED FOR CONCENTRATION CURRICULUM: 52**  

**Master of Social Work with a Concentration in Children and Youth: Risks and Positive Development**  

This concentration provides students with knowledge and skills to work from a resilience perspective with adolescents and children in a wide variety of settings: mental health, family services agencies, schools, treatment centers, youth correctional facilities, and community agencies.  

The concentration gives students expertise in the theories and practices for prevention, early intervention and clinical treatment with children and youth. The overarching frameworks for the concentration are positive youth development and resilience. Students learn clinical strategies that are particularly effective for working with children and youth.  

*The minimum credits required for the MSW degree is 90 (60 for advanced standing students). Part-time options are available in consultation with student advisor.*  

**Degree Requirements**  

**Coursework Requirements**  

**Foundation Curriculum for Two-Year Students**  

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credits</th>
<th>Winter</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<td>Begin Concentration Curriculum, see Concentration Curriculum Requirements below</td>
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</tbody>
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Total Credits: 38
## Foundation Curriculum for Advanced Standing Students

**First Year**

### Summer

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SOWK 4132</td>
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<tr>
<td>SOWK 4299</td>
<td>3</td>
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<tr>
<td><strong>Begin Concentration Curriculum, see Concentration Curriculum Requirements below</strong></td>
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</table>

**Total Credits: 12**

### Children and Youth: Risks and Positive Development Concentration Curriculum

#### THEORY FOR PRACTICE (3 credits required)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SOWK 4315</td>
<td>Building Resilience: Healthy Development in Childhood and Adolescence</td>
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*Also Recommended:*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SOWK 4320</td>
<td>Theories and Practice of Family Systems Therapy</td>
</tr>
<tr>
<td>SOWK 4305</td>
<td>Child Maltreatment: Causes and Developmental Consequences</td>
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</table>

#### METHODS/SKILLS (9 credits required)

*AT LEAST THREE COURSES FROM EITHER OF THESE LISTS:*

**Promotion and Prevention Focus**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SOWK 4713</td>
<td>Interdisciplinary Approaches to School, Family and Community Programs</td>
</tr>
<tr>
<td>SOWK 4425</td>
<td>Positive and Community Youth Development</td>
</tr>
<tr>
<td>SOWK 4412</td>
<td>Practice Elements in Youth Mental Health Intervention</td>
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<tr>
<td>SOWK 4575</td>
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**Treatment Focus**

<table>
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<tr>
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<tbody>
<tr>
<td>SOWK 4971</td>
<td>Experimental Class (Assessment (DSM) of Children and Adolescents)</td>
</tr>
<tr>
<td>SOWK 4715</td>
<td>School Social Work Interventions</td>
</tr>
<tr>
<td>SOWK 4410</td>
<td>Prevention &amp; Treatment of Adolescent Substance Abuse</td>
</tr>
<tr>
<td>SOWK 4720</td>
<td>Prevention and Treatment of Juvenile Delinquency and Youth Violence</td>
</tr>
<tr>
<td>SOWK 4500</td>
<td>Mental Health Interventions with Children</td>
</tr>
<tr>
<td>SOWK 4971</td>
<td>Experimental Class</td>
</tr>
<tr>
<td>SOWK 4412</td>
<td>Practice Elements in Youth Mental Health Intervention</td>
</tr>
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<td>SOWK 4575</td>
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**POLICY & PROGRAM ADVOCACY: FOSTERING SOCIAL & ECONOMIC JUSTICE (3 credits required)**

*AT LEAST ONE COURSE FROM THIS LIST:*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SOWK 4610</td>
<td>Policies and Programs for Children and Youth</td>
</tr>
<tr>
<td>SOWK 4630</td>
<td>Family Policies and Services</td>
</tr>
<tr>
<td>SOWK 4712</td>
<td>Law of Family and Child</td>
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#### RESEARCH (6 credits required)

<table>
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<tr>
<th>Course</th>
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<tr>
<td>SOWK 4900 &amp; SOWK 4901</td>
<td>Methods for Evaluating Practice and Programs and Applied Practice Evaluation Research (Research courses must be taken in sequence. The research will be conducted in the Student's field placement.)</td>
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#### VALUES FOR PRACTICE (3 credits required)

*AT LEAST THREE CREDITS FROM THIS LIST:*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SOWK 4732</td>
<td>Disrupting Privilege through Anti-Oppressive Practice</td>
</tr>
<tr>
<td>SOWK 4232</td>
<td>Advanced Multicultural Practice: Critical Race Theory Praxis</td>
</tr>
<tr>
<td>SOWK 4764</td>
<td>Historical Trauma and Healing</td>
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<tr>
<td>SOWK 4235</td>
<td>Disproportionality and Disparities Across Systems: The Impact on Children and Youth</td>
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<tr>
<td>SOWK 4240</td>
<td>Intergenerational Justice</td>
</tr>
<tr>
<td>SOWK 4749</td>
<td>Social Work Interventions with Latinos/as</td>
</tr>
<tr>
<td>SOWK 4751</td>
<td>Global Relations and Poverty in Mexico</td>
</tr>
<tr>
<td>SOWK 4759</td>
<td>Global Cultural Perspectives: Consensus and Conundrums</td>
</tr>
<tr>
<td>SOWK 4753</td>
<td>Social Development in Latin America</td>
</tr>
</tbody>
</table>
Master of Social Work with a Concentration in Family Systems

The Family Systems Practice concentration provides students with knowledge and skills to work from a family systems perspective with adults, adolescents and children in a wide variety of settings: mental health and family services agencies, schools, treatment centers and community agencies.

“Family” is defined broadly to include biological lineages, affiliational families and communities. Social workers using this perspective may intervene with individuals, couples, several members of a family, peer groups, work associates, schools, classrooms and organizations. Clients are viewed as being part of a larger context, situated in multiple social locations: race, ethnicity, class, sexual orientation, gender identity, age, ability and citizenship status. Assessment and intervention are applied within this context, with a goal of strengthening families and other systems, and the individuals within these systems.

The minimum credits required for the MSW degree is 90 (60 for advanced standing students). Part-time options are available in consultation with student advisor.

Degree Requirements

Coursework Requirements

Foundation Curriculum for Two-Year Students

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credits Winter</th>
<th>Credits Spring</th>
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<tr>
<td>Fall</td>
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<td>SOWK 4020</td>
<td>4 SOWK 4007</td>
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<td>3 SOWK 4201</td>
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<td>SOWK 4950</td>
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<td><strong>Total Credits</strong>: 38</td>
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Foundation Curriculum for Advanced Standing Students

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<td>SOWK 4299</td>
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TOTAL CREDITS REQUIRED FOR CONCENTRATION CURRICULUM: 52
Begin Concentration Curriculum, see Concentration Curriculum Requirements below

Total Credits: 12

**Family Systems Concentration Curriculum**

**THEORY FOR PRACTICE (3 credits required)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SOWK 4320</td>
<td>Theories and Practice of Family Systems Therapy</td>
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Also Recommended:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SOWK 4345</td>
<td>Intersections of Mental Health, Substance Abuse and Trauma</td>
</tr>
<tr>
<td>SOWK 4305</td>
<td>Child Maltreatment: Causes and Developmental Consequences</td>
</tr>
<tr>
<td>SOWK 4325</td>
<td>Evolving Perspectives and Trends in Health and Wellness</td>
</tr>
<tr>
<td>SOWK 4315</td>
<td>Building Resilience: Healthy Development in Childhood and Adolescence</td>
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SOWK 4370 Community and Organizational Change: Theory for Practice (3 credits)

**METHODS/SKILLS (9 credits required)**

<table>
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<tbody>
<tr>
<td>SOWK 4420</td>
<td>Strategies and Techniques of Family Systems Therapy</td>
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</table>

AND AT LEAST TWO COURSES FROM EITHER OF THESE LISTS:

**Family Therapy Focus**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SOWK 4520</td>
<td>Advanced Strategies and Techniques of Family Systems Practice</td>
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<td>SOWK 4505</td>
<td>Relationship Therapy</td>
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<tr>
<td>SOWK 4410</td>
<td>Prevention &amp; Treatment of Adolescent Substance Abuse</td>
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**Family Systems in Community Based Settings**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SOWK 4422</td>
<td>Strategies for Family Meetings</td>
</tr>
<tr>
<td>SOWK 4401</td>
<td>Integrated Health Care: Models and Practice</td>
</tr>
<tr>
<td>SOWK 4741</td>
<td>Grief and Loss Across the Lifespan</td>
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<tr>
<td>SOWK 4700</td>
<td>Solution Focused Brief Practice</td>
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<tr>
<td>SOWK 4971</td>
<td>Experimental Class (Helping Military Families)</td>
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<tr>
<td>SOWK 4784</td>
<td>Suicide Prevention and Crisis Intervention</td>
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<tr>
<td>SOWK 4415</td>
<td>Intake and Family Based Services: Assessment and Intervention</td>
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<tr>
<td>SOWK 4416</td>
<td>Foster Care and Permanency Planning</td>
</tr>
<tr>
<td>SOWK 4710</td>
<td>Domestic Violence</td>
</tr>
<tr>
<td>SOWK 4790</td>
<td>Human Sexuality</td>
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<tr>
<td>SOWK 4430</td>
<td>Drug Dependency Interventions</td>
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**POLICY & PROGRAM ADVOCACY: FOSTERING SOCIAL & ECONOMIC JUSTICE (3 credits required)**

AT LEAST ONE COURSE FROM THIS LIST:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SOWK 4630</td>
<td>Family Policies and Services</td>
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<tr>
<td>SOWK 4635</td>
<td>Immigration Policies and Services</td>
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<td>SOWK 4605</td>
<td>Poverty: Policies and Services</td>
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<td>SOWK 4645</td>
<td>Health Care Policy</td>
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<tr>
<td>SOWK 4610</td>
<td>Policies and Programs for Children and Youth</td>
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<tr>
<td>SOWK 4640</td>
<td>Mental Health and Drug Dependency Policies and Systems</td>
</tr>
<tr>
<td>SOWK 4650</td>
<td>Aging Policy</td>
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<tr>
<td>SOWK 4712</td>
<td>Law of Family and Child</td>
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**RESEARCH (6 credits required)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SOWK 4900</td>
<td>Methods for Evaluating Practice and Programs</td>
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</table>

& SOWK 4901 and Applied Practice Evaluation Research (Research courses must be taken in sequence. The research will be conducted in the Student’s field placement.)

**VALUES FOR PRACTICE (3 credits required)**

AT LEAST THREE CREDITS FROM THIS LIST:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SOWK 4732</td>
<td>Disrupting Privilege through Anti-Oppressive Practice</td>
</tr>
<tr>
<td>SOWK 4232</td>
<td>Advanced Multicultural Practice: Critical Race Theory Praxis</td>
</tr>
<tr>
<td>SOWK 4749</td>
<td>Social Work Interventions with Latinos/as</td>
</tr>
<tr>
<td>SOWK 4764</td>
<td>Historical Trauma and Healing</td>
</tr>
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</table>
SOWK 4235  Disproportionality and Disparities Across Systems: The Impact on Children and Youth
SOWK 4240  Intergenerational Justice
SOWK 4751  Global Relations and Poverty in Mexico
SOWK 4759  Global Cultural Perspectives: Consensus and Conundrums
SOWK 4971  Experimental Class (Social Work in Thailand)
SOWK 4971  Experimental Class (SW Response to Postwar Bosnia)
SOWK 4758  Social Work in Kenya: Context, Conservation, Empowerment, Sustainability
SOWK 4890  Contemporary Global Issues
SOWK 4990  Topics in Social Work (as approved, titles vary)

**INTERNSHIP (15 credit minimum required)**
SOWK 4970  Concentration Field Internship

**CAPSTONE (1 credit required)**

*ELECTIVE COURSES RELEVANT TO FAMILY SYSTEMS CONCENTRATION INCLUDE: (12 credits required)*

- SOWK 4735  Interpersonal Approaches to Counseling
- SOWK 4430  Drug Dependency Interventions
- SOWK 4712  Law of Family and Child
- SOWK 4754  Trauma and Recovery in Social Work Practice
- SOWK 4755  Interventions for Responses to Trauma
- SOWK 4730  Cognitive Approaches to Social Work Practice
- SOWK 4721  Existential Social Work Practice
- SOWK 4445  Social Work Assessment and Intervention in Aging
- SOWK 4971  Experimental Class (Assessment (DSM) of Children and Adolescents)
- SOWK 4330  Assessment of Mental Health and Drug Use in Adults
- SOWK 4715  School Social Work Interventions
- SOWK 4412  Practice Elements in Youth Mental Health Intervention
- SOWK 4340  Leadership and Supervision Skills
- SOWK 4525  Administration and Management Practice and Skills

* In addition to electives above, students may take courses from other concentration areas OR up to 10 credits of coursework from other DU graduate programs with the approval of the advisor and Associate Dean for Academic Affairs

**TOTAL CREDITS REQUIRED FOR CONCENTRATION CURRICULUM: 52**

**Master of Social Work with a Concentration in Health and Wellness**

The Health and Wellness concentration prepares students to be practitioners in diverse health, integrated health and wellness settings. Students study a variety of practice skills, theories and evidence-based modalities to prepare for social work in comprehensive and specialized health care facilities, public health clinics and programs and/or wellness and preventative healthcare programs.

The Health and Wellness concentration allows students to practice specific skill sets that incorporate problem-solving, integrative and strengths-based approaches to care. Students gain exposure to classical Western medical social work settings (such as hospitals), to integrative health settings (where mental health, drug and alcohol intervention, and medical care are connected) and to organizations primarily focused on promoting mental, emotional, physical, spiritual, community, social and/or environmental wellness. Students can choose to experience a range of options from learning medical terminology to studying complementary and alternative medicine techniques focused on the mind-body connection.

Course work also illuminates the history of health and health disparities in the United States and globally, preparing students for culturally competent clinical practice, as well as leadership and advocacy in health and wellness administrative and policy practice.

*The minimum credits required for the MSW degree is 90 (60 for advanced standing students). Part-time options are available in consultation with student advisor.*

**Degree Requirements**

**Coursework Requirements**

**Foundation Curriculum for Two-Year Students**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credits Winter</th>
<th>Credits Spring</th>
<th>Credits</th>
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</table>
SOWK 4001  3 SOWK 4120  3
SOWK 4006  3 SOWK 4201  3
SOWK 4950  4 SOWK 4950  4

Total Credits: 38

Foundation Curriculum for Advanced Standing Students

First Year

**Summer**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOWK 4132</td>
<td>Evolving Perspectives and Trends in Health and Wellness</td>
<td>3</td>
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<tr>
<td>SOWK 4299</td>
<td>Evolving Perspectives and Trends in Aging</td>
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Total Credits: 12

Health and Wellness Concentration Curriculum

**THEORY FOR PRACTICE** (3 credits required)

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>SOWK 4325</td>
<td>Evolving Perspectives and Trends in Health and Wellness</td>
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**Also Recommended:**

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<tbody>
<tr>
<td>SOWK 4350</td>
<td>Evolving Perspectives and Trends in Aging</td>
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<tr>
<td>SOWK 4370</td>
<td>Community and Organizational Change: Theory for Practice</td>
</tr>
<tr>
<td>SOWK 4360</td>
<td>Social Ecology, One Health and Resiliency: Connecting Human and Environmental Health</td>
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**METHODS/SKILLS** (9 credits required)

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>SOWK 4723</td>
<td>Social Work Practice in Health Care</td>
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AND AT LEAST TWO COURSES FROM THIS LIST:

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>SOWK 4330</td>
<td>Assessment of Mental Health and Drug Use in Adults</td>
</tr>
<tr>
<td>SOWK 4401</td>
<td>Integrated Health Care: Models and Practice</td>
</tr>
<tr>
<td>SOWK 4523</td>
<td>Care Management Skills and Resources to Promote Community Living</td>
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<td>SOWK 4725</td>
<td>Mind-Body Connections and Social Work Practice</td>
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<td>SOWK 4741</td>
<td>Grief and Loss Across the Lifespan</td>
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<td>Trauma and Recovery in Social Work Practice</td>
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<td>Interventions for Responses to Trauma</td>
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<td>Solution Focused Brief Practice</td>
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<td>SOWK 4501</td>
<td>Wellness Prevention and Intervention Across the Lifespan</td>
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<tr>
<td>SOWK 4445</td>
<td>Social Work Assessment and Intervention in Aging</td>
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<td>SOWK 4422</td>
<td>Strategies for Family Meetings</td>
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<td>Mental Health Interventions with Children</td>
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<tr>
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<td>Experimental Class (Eco-Friendly Experiential Therapy with Children and Youth)</td>
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**POLICY & PROGRAM ADVOCACY: FOSTERING SOCIAL & ECONOMIC JUSTICE** (3 credits required)

<table>
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<td>Health Care Policy</td>
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**Also recommended:**

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<tbody>
<tr>
<td>SOWK 4650</td>
<td>Aging Policy</td>
</tr>
<tr>
<td>SOWK 4640</td>
<td>Mental Health and Drug Dependency Policies and Systems</td>
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**RESEARCH** (6 credits required)

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<tr>
<td>SOWK 4900</td>
<td>Methods for Evaluating Practice and Programs</td>
</tr>
<tr>
<td>SOWK 4901</td>
<td>and Applied Practice Evaluation Research (Research courses must be taken in sequence. The research will be conducted in the Student's field placement.)</td>
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**VALUES FOR PRACTICE** (3 credits required)

AT LEAST ONE COURSE FROM THIS LIST:

<table>
<thead>
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<tbody>
<tr>
<td>SOWK 4732</td>
<td>Disrupting Privilege through Anti-Oppressive Practice</td>
</tr>
<tr>
<td>SOWK 4232</td>
<td>Advanced Multicultural Practice: Critical Race Theory Praxis</td>
</tr>
<tr>
<td>SOWK 4764</td>
<td>Historical Trauma and Healing</td>
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</tbody>
</table>
SOWK 4749  Social Work Interventions with Latinos/as
SOWK 4235  Disproportionality and Disparities Across Systems: The Impact on Children and Youth
SOWK 4240  Intergenerational Justice
SOWK 4751  Global Relations and Poverty in Mexico
SOWK 4759  Global Cultural Perspectives: Consensus and Conundrums
SOWK 4753  Social Development in Latin America
SOWK 4971  Experimental Class (SW Response to Postwar Bosnia)
SOWK 4971  Experimental Class (Social Work in Thailand)
SOWK 4758  Social Work in Kenya: Context, Conservation, Empowerment, Sustainability
SOWK 4890  Contemporary Global Issues
SOWK 4990  Topics in Social Work (as approved, titles vary)

**INTERNSHIP (15 credit minimum required)**
SOWK 4970  Concentration Field Internship

**CAPSTONE (1 credit required)**

*ELECTIVE COURSES RELEVANT TO HEALTH AND WELLNESS CONCENTRATION INCLUDE: (12 credits required)*
SOWK 4721  Existential Social Work Practice
SOWK 4730  Cognitive Approaches to Social Work Practice
SOWK 4735  Interpersonal Approaches to Counseling
SOWK 4790  Human Sexuality
SOWK 4430  Drug Dependency Interventions
SOWK 4784  Suicide Prevention and Crisis Intervention

* In addition to electives above, students may take courses from other concentration areas OR up to 10 credits of coursework from other DU graduate programs with the approval of the advisor and Associate Dean for Academic Affairs

**TOTAL CREDITS REQUIRED FOR CONCENTRATION CURRICULUM: 52**

**Master of Social Work with a Concentration in Mental Health**

The Mental Health concentration focuses on clinical interventions, advanced theory and research related to mental health, substance use and trauma. Core topics include the assessment of mental health and substance use, skills in crisis intervention and suicide risk-assessment, policy related to mental health and substance use intervention and key clinical interventions and skills.

Courses include intervention in drug dependency and mental health interventions from several theoretical perspectives: solution focused interventions, cognitive approaches, trauma informed interventions, existential, interpersonal/psychodynamic and strengths/empowerment approaches in community mental health.

Field education placements are offered in agencies that provide psychotherapy, crisis intervention, case management and other clinical interventions related to mental health, substance use and trauma.

*The minimum credits required for the MSW degree is 90 (60 for advanced standing students). Part-time options are available in consultation with student advisor.*

**Degree Requirements**

**Coursework Requirements**

**Foundation Curriculum for Two-Year Students**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credits Winter</th>
<th>Credits Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>SOWK 4001</td>
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Total Credits: 38
Foundation Curriculum for Advanced Standing Students

First Year

**Summer**

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<tbody>
<tr>
<td>SOWK 4132</td>
<td>Intersections of Mental Health, Substance Abuse and Trauma</td>
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<tr>
<td>SOWK 4299</td>
<td>Evolving Perspectives and Trends in Health and Wellness</td>
<td>3</td>
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Total Credits: 12

Mental Health Concentration Curriculum

**THEORY FOR PRACTICE (3 credits required)**

<table>
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<tbody>
<tr>
<td>SOWK 4345</td>
<td>Intersections of Mental Health, Substance Abuse and Trauma</td>
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Also Recommended:

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<tbody>
<tr>
<td>SOWK 4325</td>
<td>Evolving Perspectives and Trends in Health and Wellness</td>
</tr>
<tr>
<td>SOWK 4320</td>
<td>Theories and Practice of Family Systems Therapy</td>
</tr>
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**METHODS/SKILLS (9 credits required)**

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<tbody>
<tr>
<td>SOWK 4330</td>
<td>Assessment of Mental Health and Drug Use in Adults</td>
</tr>
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AND AT LEAST TWO COURSES FROM EITHER OF THESE LISTS:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>SOWK 4401</td>
<td>Integrated Health Care: Models and Practice</td>
</tr>
<tr>
<td>SOWK 4412</td>
<td>Practice Elements in Youth Mental Health Intervention</td>
</tr>
<tr>
<td>SOWK 4500</td>
<td>Mental Health Interventions with Children</td>
</tr>
<tr>
<td>SOWK 4575</td>
<td>Trauma and Recovery in Social Work Practice</td>
</tr>
<tr>
<td>SOWK 4754</td>
<td>Cognitive Approaches to Social Work Practice</td>
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<tr>
<td>SOWK 4730</td>
<td>Interpersonal Approaches to Counseling</td>
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<tr>
<td>SOWK 4700</td>
<td>Solution Focused Brief Practice</td>
</tr>
<tr>
<td>SOWK 4430</td>
<td>Drug Dependency Interventions</td>
</tr>
<tr>
<td>SOWK 4784</td>
<td>Suicide Prevention and Crisis Intervention</td>
</tr>
<tr>
<td>SOWK 4775</td>
<td>Social Work with Adult Groups</td>
</tr>
<tr>
<td>SOWK 4971</td>
<td>Experimental Class (Assessment (DSM) of Children and Adolescents)</td>
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</table>

**POLICY & PROGRAM ADVOCACY: FOSTERING SOCIAL & ECONOMIC JUSTICE (3 credits required)**

AT LEAST ONE COURSE FROM THIS LIST:

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<th>Course Code</th>
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<tbody>
<tr>
<td>SOWK 4640</td>
<td>Mental Health and Drug Dependency Policies and Systems</td>
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<td>SOWK 4645</td>
<td>Health Care Policy</td>
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**RESEARCH (6 credits required)**

<table>
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<tr>
<td>SOWK 4900</td>
<td>Methods for Evaluating Practice and Programs</td>
</tr>
<tr>
<td>SOWK 4901</td>
<td>and Applied Practice Evaluation Research (Research courses must be taken in sequence. The research will be conducted in the Student's field placement.)</td>
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**VALUES FOR PRACTICE (3 credits required)**

AT LEAST THREE CREDITS FROM THIS LIST:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>SOWK 4732</td>
<td>Disrupting Privilege through Anti-Oppressive Practice</td>
</tr>
<tr>
<td>SOWK 4232</td>
<td>Advanced Multicultural Practice: Critical Race Theory Praxis</td>
</tr>
<tr>
<td>SOWK 4764</td>
<td>Historical Trauma and Healing</td>
</tr>
<tr>
<td>SOWK 4749</td>
<td>Social Work Interventions with Latinos/as</td>
</tr>
<tr>
<td>SOWK 4235</td>
<td>Disproportionality and Disparities Across Systems: The Impact on Children and Youth</td>
</tr>
<tr>
<td>SOWK 4751</td>
<td>Global Relations and Poverty in Mexico</td>
</tr>
<tr>
<td>SOWK 4759</td>
<td>Global Cultural Perspectives: Consensus and Conundrums</td>
</tr>
<tr>
<td>SOWK 4756</td>
<td>Social Work from a Chinese Perspective</td>
</tr>
<tr>
<td>SOWK 4758</td>
<td>Social Work in Kenya: Context, Conservation, Empowerment, Sustainability</td>
</tr>
<tr>
<td>SOWK 4240</td>
<td>Intergenerational Justice</td>
</tr>
<tr>
<td>SOWK 4749</td>
<td>Social Work Interventions with Latinos/as</td>
</tr>
<tr>
<td>SOWK 4970</td>
<td>Concentration Field Internship</td>
</tr>
</tbody>
</table>
SOWK 4971  Experimental Class (SW Response to Postwar Bosnia)
SOWK 4971  Experimental Class (Social Work in Thailand)
SOWK 4990  Topics in Social Work (as approved, titles vary)

**INTERNERSHIP** (15 credit minimum required)

**CAPSTONE** (1 credit required)

**ELECTIVE COURSES RELEVANT TO MENTAL HEALTH CONCENTRATION INCLUDE:** (12 credits required)

- SOWK 4755  Interventions for Responses to Trauma
- SOWK 4523  Care Management Skills and Resources to Promote Community Living
- SOWK 4741  Grief and Loss Across the Lifespan
- SOWK 4725  Mind-Body Connections and Social Work Practice
- SOWK 4721  Existential Social Work Practice

* In addition to electives above, students may take courses from other concentration areas OR up to 10 credits of coursework from other DU graduate programs with the approval of the advisor and Associate Dean for Academic Affairs

**TOTAL CREDITS REQUIRED FOR CONCENTRATION CURRICULUM: 52**

**Master of Social Work with a Concentration in Organizational Leadership and Policy Practice**

The Organizational Leadership and Policy Practice concentration prepares social work practitioners to work at community, organizational and societal levels. Practitioners work to build the capacity of communities, organizations and policy-makers to advance human rights, social justice and the well-being of all peoples. Community social workers use leadership skills to develop programs, administer organizations, build community coalitions, craft and analyze social policy, advocate for policy and program change, and implement program and policy research to support best practices for social services delivery. Students complete field work in community based settings and organizations that address a range of social problems and policy issues such as poverty, women’s rights, health care, homelessness and education.

*The minimum credits required for the MSW degree is 90 (60 for advanced standing students). Part-time options are available in consultation with student advisor.*

**Degree Requirements**

**Coursework Requirements**

**Foundation Curriculum for Two-Year Students**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credits Winter</th>
<th>Credits Spring</th>
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<tbody>
<tr>
<td></td>
<td>SOWK 4003</td>
<td>SOWK 4950</td>
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<tr>
<td>SOWK 4132</td>
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<td>3</td>
</tr>
<tr>
<td>SOWK 4020</td>
<td>4 SOWK 4007</td>
<td>4 Begin Concentration Curriculum, see Concentration Curriculum Requirements below</td>
</tr>
<tr>
<td>SOWK 4001</td>
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**Foundation Curriculum for Advanced Standing Students**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Summer</td>
<td></td>
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<tr>
<td>SOWK 4132</td>
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</tr>
<tr>
<td>SOWK 4299</td>
<td>3</td>
</tr>
<tr>
<td>Begin Concentration Curriculum, see Concentration Curriculum Requirements below</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credits: 12**

**Organizational Leadership and Policy Concentration Curriculum**

**THEORY FOR PRACTICE** (3 credits required)

- SOWK 4370  Community and Organizational Change: Theory for Practice

*Also Recommended:*
**METHODS/SKILLS (9 credits required)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>SOWK 4340</td>
<td>Leadership and Supervision Skills</td>
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AND AT LEAST TWO COURSES FROM THE FOLLOWING LIST:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>SOWK 4535</td>
<td>Planning and Program Development</td>
</tr>
<tr>
<td>SOWK 4525</td>
<td>Administration and Management Practice and Skills</td>
</tr>
<tr>
<td>SOWK 4760</td>
<td>Resource Development and Fundraising</td>
</tr>
<tr>
<td>SOWK 4660</td>
<td>Social Policy Advocacy</td>
</tr>
<tr>
<td>SOWK 4765</td>
<td>International Social Development</td>
</tr>
<tr>
<td>SOWK 4435</td>
<td>Community Organizing and Empowerment Practice</td>
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<tr>
<td>SOWK 4425</td>
<td>Positive and Community Youth Development</td>
</tr>
<tr>
<td>SOWK 4530</td>
<td>Poverty and Community Economic Development</td>
</tr>
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</table>

**POLICY & PROGRAM ADVOCACY: FOSTERING SOCIAL & ECONOMIC JUSTICE (3 credits required)**

AT LEAST ONE COURSE FROM THIS LIST:

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>SOWK 4600</td>
<td>Child Welfare Policies and Services</td>
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<tr>
<td>SOWK 4605</td>
<td>Poverty: Policies and Services</td>
</tr>
<tr>
<td>SOWK 4610</td>
<td>Policies and Programs for Children and Youth</td>
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<tr>
<td>SOWK 4630</td>
<td>Family Policies and Services</td>
</tr>
<tr>
<td>SOWK 4635</td>
<td>Immigration Policies and Services</td>
</tr>
<tr>
<td>SOWK 4640</td>
<td>Mental Health and Drug Dependency Policies and Systems</td>
</tr>
<tr>
<td>SOWK 4650</td>
<td>Aging Policy</td>
</tr>
<tr>
<td>SOWK 4645</td>
<td>Health Care Policy</td>
</tr>
<tr>
<td>SOWK 4670</td>
<td>Policy Development &amp; Analysis</td>
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<tr>
<td>SOWK 4712</td>
<td>Law of Family and Child</td>
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**RESEARCH (6 credits required)**

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>SOWK 4900</td>
<td>Methods for Evaluating Practice and Programs</td>
</tr>
<tr>
<td>&amp; SOWK 4901</td>
<td>and Applied Practice Evaluation Research (Research courses must be taken in sequence. The research will be conducted in the Student's field placement.)</td>
</tr>
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</table>

**VALUES FOR PRACTICE (3 credits required)**

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<tbody>
<tr>
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<td>Social Work Interventions with Latinos/as</td>
</tr>
<tr>
<td>SOWK 4764</td>
<td>Historical Trauma and Healing</td>
</tr>
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<td>SOWK 4235</td>
<td>Disproportionality and Disparities Across Systems: The Impact on Children and Youth</td>
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<td>SOWK 4240</td>
<td>Intergenerational Justice</td>
</tr>
<tr>
<td>SOWK 4751</td>
<td>Global Relations and Poverty in Mexico</td>
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<td>SOWK 4759</td>
<td>Global Cultural Perspectives: Consensus and Conundrums</td>
</tr>
<tr>
<td>SOWK 4971</td>
<td>Experimental Class (SW Response to Postwar Bosnia)</td>
</tr>
<tr>
<td>SOWK 4971</td>
<td>Experimental Class (Social Work in Thailand)</td>
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<tr>
<td>SOWK 4758</td>
<td>Social Work in Kenya: Context, Conservation, Empowerment, Sustainability</td>
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<td>SOWK 4890</td>
<td>Contemporary Global Issues</td>
</tr>
<tr>
<td>SOWK 4990</td>
<td>Topics in Social Work (as approved, titles vary)</td>
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**INTERNSHIP (15 credit minimum required)**

<table>
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<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>SOWK 4970</td>
<td>Concentration Field Internship</td>
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**CAPSTONE (1 credit required)**

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<th>Course Name</th>
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**ELECTIVE COURSES RELEVANT TO ORGANIZATIONAL LEADERSHIP & POLICY PRACTICE CONCENTRATION INCLUDE: (12 credits required)**

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>SOWK 4465</td>
<td>Human Security: Intervention Strategies for Economic &amp; Social Development</td>
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<tr>
<td>SOWK 4780</td>
<td>Conflict Resolution in Social Work Practice</td>
</tr>
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</table>
In addition to electives above, students may take courses from other concentration areas OR up to 10 credits of coursework from other DU graduate programs with the approval of the advisor and Associate Dean for Academic Affairs.

TOTAL CREDITS REQUIRED FOR CONCENTRATION CURRICULUM: 52

Master of Social Work with a Concentration in Sustainable Development and Global Practice

Humans need an ecological understanding of their place in the natural environment to promote personal health and well-being, environmental awareness, sense of belonging in a community, sustainability, resilience and advocacy. Students will develop practice behaviors in assessment, community engagement, education, health promotion, mobilization, organizing, poverty reduction, environmental preservation and capacity building strategies. Students in the Sustainable Development and Global Practice concentration will learn about local and global policies and laws relevant to humane treatment of human and animals, human security, sustainable development strategies in countries emerging from conflict, conservation of nature, biodiversity and sustainability, land use, and water use.

Courses and field internships will be guided by the principles of human rights, global justice, and sustainability and will address complex social and economic development, reconciliation and restorative justice, implementation of sustainable development strategies in countries emerging from conflict, conservation of nature, and biodiversity issues to support the systemic interconnections of human-animal and ecosystem health using practice-informed environmental health and capacity-building strategies.

Students learn to partner effectively with families, communities, non-governmental organizations (NGOs) and institutions by developing competencies in assessment, community engagement, education, health promotion, mobilization, environmental preservation, organizing and developing strategies to reduce poverty and build capacity.

The minimum credits required for the MSW degree is 90 (60 for advanced standing students). Part-time options are available in consultation with student advisor.

Degree Requirements

Coursework Requirements

Foundation Curriculum for Two-Year Students

<table>
<thead>
<tr>
<th>First Year</th>
<th>Credits Winter</th>
<th>Credits Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
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Total Credits: 38

Foundation Curriculum for Advanced Standing Students

<table>
<thead>
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<th>First Year</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>SOWK 4132</td>
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<tr>
<td>SOWK 4299</td>
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</table>

Total Credits: 12

Sustainable Development and Global Practice Concentration Curriculum

THEORY FOR PRACTICE (3 credits required)

<table>
<thead>
<tr>
<th>SOWK 4360</th>
<th>Social Ecology, One Health and Resiliency: Connecting Human and Environmental Health</th>
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Also Recommended:

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<thead>
<tr>
<th>SOWK 4370</th>
<th>Community and Organizational Change: Theory for Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 4375</td>
<td>Economic Theory and Social Work</td>
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METHODS/SKILLS (9 credits required)

<table>
<thead>
<tr>
<th>SOWK 4565</th>
<th>Social and Environmental Impact Assessments</th>
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</table>
SOWK 4465 Human Security: Intervention Strategies for Economic & Social Development

AND AT LEAST ONE COURSE FROM THE FOLLOWING LIST:

SOWK 4530 Poverty and Community Economic Development
SOWK 4760 Resource Development and Fundraising
SOWK 4535 Planning and Program Development
SOWK 4765 International Social Development
SOWK 4670 Policy Development & Analysis

POLICY & PROGRAM ADVOCACY: FOSTERING SOCIAL & ECONOMIC JUSTICE (3 credits required)

AT LEAST ONE COURSE FROM THIS LIST:

SOWK 4665 Global Policies and Programs
SOWK 4635 Immigration Policies and Services

RESEARCH (6 credits required)

SOWK 4900 Methods for Evaluating Practice and Programs
&SOWK 4901 and Applied Practice Evaluation Research (Research courses must be taken in sequence. The research will be conducted in the Student's field placement.)

VALUES FOR PRACTICE (3 credits required)

SOWK 4759 Global Cultural Perspectives: Consensus and Conundrums
Also recommended:
SOWK 4732 Disrupting Privilege through Anti-Oppressive Practice
SOWK 4232 Advanced Multicultural Practice: Critical Race Theory Praxis
SOWK 4764 Historical Trauma and Healing
SOWK 4235 Disproportionality and Disparities Across Systems: The Impact on Children and Youth
SOWK 4751 Global Relations and Poverty in Mexico
SOWK 4753 Social Development in Latin America
SOWK 4971 Experimental Class (SW Response to Postwar Bosnia)
SOWK 4971 Experimental Class (Social Work in Thailand)
SOWK 4758 Social Work in Kenya: Context, Conservation, Empowerment, Sustainability
SOWK 4749 Social Work Interventions with Latinos/as
SOWK 4990 Topics in Social Work (as approved, titles vary)

INTERNSHIP (15 credit minimum required)

SOWK 4970 Concentration Field Internship

CAPSTONE (1 credit required)

*ELECTIVE COURSES RELEVANT TO SUSTAINABLE DEVELOPMENT & GLOBAL PRACTICE CONCENTRATION INCLUDE: (12 credits required)

SOWK 4971 Experimental Class (Connecting Social & Environmental Sciences: Biodiversity & Human Health in Southwest China)

*** In addition to electives above, students may take courses from other concentration areas OR up to 10 credits of coursework from other DU graduate programs with the approval of the advisor and Associate Dean for Academic Affairs

TOTAL CREDITS REQUIRED FOR CONCENTRATION CURRICULUM: 52

Master of Social Work with a Concentration in Clinical Social Work (Western Colorado Program)

Launched in the fall of 2013, the Western Colorado MSW Program is helping to meet the human services needs of organizations and communities in western Colorado, including Grand Junction, Glenwood Springs and Rifle. The program is based in Glenwood Springs. The program is tailored to the needs of each individual cohort, so course offerings in the concentration curriculum will vary, but will include some or all of the classes given in the course list below.

The minimum credits required for the MSW degree is 90 (60 for advanced standing students). Part-time options are available in consultation with student advisor.
Degree Requirements

Coursework Requirements

Foundation Curriculum

TWO-YEAR STUDENTS WILL TAKE ALL OF THE FOLLOWING COURSES DURING THEIR FIRST TWO QUARTERS (x credits):

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>SOWK 4132</td>
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</tr>
<tr>
<td>SOWK 4020</td>
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<td>Concentration Field Internship</td>
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</table>

ADVANCED STANDING STUDENTS WILL ONLY TAKE THE FOLLOWING (6 credits):

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<tr>
<td>SOWK 4299</td>
<td>Advanced Standing Seminar</td>
</tr>
</tbody>
</table>

Concentration in Clinical Social Work Curriculum

The Concentration curriculum will focus on advanced clinical and rural practice that will include courses in the following fields of practice:

- Child Welfare
- Children and Youth: Risks and Positive Development
- Family Systems Practice
- Mental Health
- Health and Wellness
- Organizational Leadership, Advocacy and Policy Practice

THEORY FOR PRACTICE (3-6 credits required)

METHODS/SKILLS Micro Mezzo Macro (9-12 credits required)

VALUES FOR PRACTICE (3-6 credits required)

POLICY & PROGRAM ADVOCACY: FOSTERING SOCIAL & ECONOMIC JUSTICE (3-6 credits required)

RESEARCH (6 credits required)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SOWK 4900 &amp; SOWK 4901</td>
<td>Methods for Evaluating Practice and Programs and Applied Practice Evaluation Research (Research courses must be taken in sequence. The research will be conducted in the Student’s field placement.)</td>
</tr>
</tbody>
</table>

PROFESSIONAL DEVELOPMENT (1-3 credits required)

INTERNERNSHIP (15 credit minimum required)

<table>
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</table>

ELECTIVES / CERTIFICATES

Master of Social Work with a Concentration in Clinical Social Work (Four Corners Program)

GSSW’s Four Corners MSW Program operates through a unique partnership with the Colorado Department of Human Services, Fort Lewis College, Southwest Colorado Community College and many other Four Corners agencies. The program is tailored to the needs of each individual cohort, so course offerings in the concentration curriculum will vary, but will include some or all of the classes given in the course list below.

Since 2002, this program—based in Durango, Colorado—has met a need for graduate-level MSW education in the rural and tribal communities of the Four Corners region that includes southwestern Colorado, Arizona, Utah and New Mexico. Through the program, Four Corners residents can earn the MSW degree in or near their home communities.

The minimum credits required for the MSW degree is 90 (60 for advanced standing students). Part-time options are available in consultation with student advisor.
Degree Requirements

Coursework Requirements

Foundation Curriculum

TWO-YEAR STUDENTS WILL TAKE ALL OF THE FOLLOWING COURSES DURING THEIR FIRST TWO QUARTERS (x credits):

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<tr>
<td>SOWK 4003</td>
<td>Clinical Social Work Theory and Practice</td>
</tr>
<tr>
<td>SOWK 4007</td>
<td>Community and Macro Social Work Theory and Practice</td>
</tr>
<tr>
<td>SOWK 4120</td>
<td>Social Policy Analysis, Advocacy, and Practice</td>
</tr>
<tr>
<td>SOWK 4201</td>
<td>Evidence for Practice</td>
</tr>
<tr>
<td>SOWK 4950</td>
<td>Foundation Field Internship</td>
</tr>
<tr>
<td>SOWK 4150</td>
<td>Foundation Seminar</td>
</tr>
</tbody>
</table>

ADVANCED STANDING STUDENTS WILL ONLY TAKE THE FOLLOWING (6 credits):

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</table>

Total Credits 41

Concentration in Clinical Social Work Curriculum

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<th>Course</th>
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<tbody>
<tr>
<td>SOWK 4320</td>
<td>Theories and Practice of Family Systems Therapy</td>
</tr>
<tr>
<td>SOWK 4330</td>
<td>Assessment of Mental Health and Drug Use in Adults</td>
</tr>
<tr>
<td>SOWK 4420</td>
<td>Strategies and Techniques of Family Systems Therapy</td>
</tr>
<tr>
<td>SOWK 4754</td>
<td>Trauma and Recovery in Social Work Practice</td>
</tr>
<tr>
<td>SOWK 4900</td>
<td>Methods for Evaluating Practice and Programs</td>
</tr>
<tr>
<td>SOWK 4901</td>
<td>Applied Practice Evaluation Research</td>
</tr>
<tr>
<td>SOWK 4680</td>
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<tr>
<td>SOWK 4380</td>
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<tr>
<td>SOWK 4401</td>
<td>Integrated Health Care: Models and Practice</td>
</tr>
<tr>
<td>SOWK 4715</td>
<td>School Social Work Interventions</td>
</tr>
<tr>
<td>SOWK 4525</td>
<td>Administration and Management Practice and Skills</td>
</tr>
<tr>
<td>SOWK 4730</td>
<td>Cognitive Approaches to Social Work Practice</td>
</tr>
<tr>
<td>SOWK 4970</td>
<td>Concentration Field Internship</td>
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<tr>
<td>SOWK 4250</td>
<td>Concentration Seminar</td>
</tr>
</tbody>
</table>

Doctor of Philosophy in Social Work

The doctoral program at the Graduate School of Social Work trains master's level human service professionals from across the country and around the world to become social work researchers, educators and policy experts.

Founded in 1968, our PhD program is among the oldest social work doctoral programs in the nation. Here, you'll work alongside distinguished faculty members (http://www.du.edu/socialwork/facultyandstaff/facultydirectory) to conduct research, write publications and gain substantive and methodological knowledge in the field of social work.

University policy requires a minimum of 135 quarter hours beyond a baccalaureate for the doctor of philosophy degree in social work. Up to 60 quarter hours toward this requirement may be credited for “A” or “B” work completed as part of a master’s degree conferred through an accredited school of social work.

Degree Requirements

Coursework Requirements

Core Course Requirements

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SOWK 5000</td>
<td>Seminar in Professional Social Work Issues</td>
</tr>
<tr>
<td>SOWK 5110</td>
<td>Introduction to Advanced Quantitative Research Methods</td>
</tr>
<tr>
<td>SOWK 5120</td>
<td>Introduction to Advanced Qualitative Research Methods</td>
</tr>
</tbody>
</table>
SOWK 5201    Statistical Methods 5
SOWK 5300    Social Science Theory and the Philosophy of Science 3
SOWK 5000    Seminar in Professional Social Work Issues 2
SOWK 5111    Quantitative Methods for Assessing Social Interventions 3
SOWK 5121    Qualitative Data Analysis 3
SOWK 5202    Correlation and Regression 4
SOWK 5000    Seminar in Professional Social Work Issues 2
SOWK 5130    Mixed Methods Research in Social Work 3
SOWK 5203    Multivariate Analysis 5
SOWK 5403    Advanced Social Welfare Policy Analysis 3
SOWK 5301    Social Work Theory in Research and Practice 3
SOWK 5500    Pedagogy in Social Work Education 3
SOWK 5450    Social Work Knowledge Integration and Publication 3
SOWK 5700    Teaching Practicum 3

Elective Courses 23-82

In addition to the core courses, students must complete 23 elective hours in theory, policy, research methodology/analysis, and in a substantive area of study. Students work with their advisor and other faculty members to develop an Educational Plan that includes 23 elective hours.

- One three-credit policy course
- One three-credit theory course
- Six credits of advanced methodology and statistics
- SOWK 5991 Independent Study (Maximum of 8 credits permitted)

Total Credits 76-135

Non-Coursework Requirements

- Comprehensive Examination
- Dissertation
- Oral Defense

Courses

SOWK 4001 Social Work Skills Across Client Systems: Lab (3 Credits)
This foundation course focuses on basic skills for micro social work practice with individuals and small groups. The framework of intentional interviewing teaches students to think critically about applying the skills for engagement, assessment and intervention. Attention focuses on use of these skills with clients from multiple social identities (e.g. ethnic, racial, sexual orientation, gender affiliation) and the pitfalls of practitioner micro-aggressions. An active learning approach requires students to participate in role-play exercises both in and outside of class. Students digitally record some of those exercises and share them with the class and instructor.

SOWK 4003 Clinical Social Work Theory and Practice (3 Credits)
This foundation course helps students develop a multi-dimensional assessment and intervention framework for clinical social work practice. This course builds upon knowledge of human behavior in the social environment and adds a focus on theories of change - at the individual and family level. The course is grounded in empirical information about the importance of relationship skills, across a variety of classic and modern approaches to intervention. We use a social work lens to emphasize the importance of context in client lives, including their socioeconomic status, cultural history, and experiences of oppression. Since no single theory captures the totality of human experiences, we integrate a variety of intervention techniques from multiple human behavior theories and ground them in a social work framework for ethical and effective clinical practice.

SOWK 4006 Human Behavior and the Social Environment: Theory and Practice (3 Credits)
This foundation course provides an overview of theoretical frameworks for understanding human behavior from a social work perspective. Theories reviewed include the developmental stages across the life cycle in terms of psychological, cognitive, moral, spiritual, identity and social development. Students apply a biopsychological assessment across the life span. The course emphasizes a social work perspective and key frameworks for social work, with an emphasis on the person in environment and systems theory as they describe diverse individual behavior in relation to social class, race and ethnicity, age, gender orientation, sexual orientation, and other multicultural backgrounds. The course aims to develop students’ foundational understanding of how theories are used to promote relationship development with diverse individuals and to guide interventions across all system levels. Students may test out of this course and substitute an advanced course in human development, with advisor approval, if they have already successfully completed an equivalent course in human development.
SOWK 4007 Community and Macro Social Work Theory and Practice (4 Credits)
This foundation course provides students with a foundational level understanding of macro social work practice and roles. The course builds upon knowledge of human behavior in the social environment, and adds theories of change to understand diverse communities and social service networks and the relationship of local, national and global interventions. The course introduces students to empirically supported models and emerging interventions that address macro level social issues. Students complete community/organizational assessments and also participate in work groups to learn how to engage, assess, and intervene in communities and organizations.

SOWK 4020 Integrated Social Work Practice for Social Justice (4 Credits)
This foundation course focuses on professional development and identity for social work practice. The course emphasizes values, ethics and ethical decision making in the context of the history of the profession. Students are introduced to person-in-environment, critical theory and empowerment perspectives and apply these concepts to current field of practice and social work roles. Through integration of field placement experiences, students analyze and apply social work frameworks and generalist practice theories to current social justice challenges and diverse contexts that social workers face.

SOWK 4120 Social Policy Analysis, Advocacy, and Practice (3 Credits)
This foundation course analyzes contemporary societal needs and problems, as well as the historical and current context of U.S. social welfare programs and policies. It presents frameworks used to define social problems and analyze social problems, and introduces students to the policy-making process and the role of policy in service delivery with special emphasis on programs designed to aid the poor and the policies that shape them. The course is designed to help social workers advocate for policies within the social welfare system that advance social well-being and fulfill their ethical obligations to improve social conditions and promote social justice.

SOWK 4132 Power, Privilege and Oppression from a Critical Multicultural Perspective (3 Credits)
This foundation course examines the phenomena of power, privilege and oppression and their effect on individuals, families and communities in the context of the values of social and economic justice and the social work profession. The course is intended to increase awareness of the intersectionality of multiple oppressions with a focus on race/ethnicity, gender, socioeconomic status and sexual orientation. Students will gain a beginning self-awareness to identify the influence of personal biases and values that impact practice with diverse groups.

SOWK 4150 Foundation Seminar (1 Credit)
Required seminar format used to facilitate the integration of the foundation field practicum and the professional foundation course content; emphasis on linking classroom learning with practice in the field, integrating theory with professional practice; field practicum situations and issues used for discussion and deliberation. Co-requisite: SOWK 4950.

SOWK 4201 Evidence for Practice (3 Credits)
This foundation course focuses on developing student skills in identifying, understanding, and using empirical evidence in support of their social work practice. Students review strategies for finding relevant empirical evidence (also covered in Integrated Social Work Practice for Social Justice). The course introduces students to meta-analyses and systematic reviews for use in support of their practice. The course aids students in developing a familiarity with basic research concepts such as research designs, measurement, and sampling so as to critique the utility of evidence for practice. Students also engage in critically examining available evidence for biases and relevance for under-served populations.

SOWK 4232 Advanced Multicultural Practice: Critical Race Theory Praxis (3 Credits)
Advanced Multicultural Practice: Critical Race Theory Praxis is a micro-, mezzo-, and macro practice course that uses the fundamentals of Critical Race Theory (CRT) as a framework for contextualizing and intervening with client systems. This course is a values elective for all concentrations. CRT is used as a framework to examine, critique, and challenge the way that race and racism is unwittingly sustained and perpetuated by traditional social work approaches to the amelioration of personal and social ills. Through this course, students learn the central tenets of CRT, how to evaluate traditional social work practice using these tenets, and begin to design to design a professional social work practice that uses CRT tenets as a foundation for micro-, mezzo-, and macro-level interventions. This course is offered within the concentration curriculum as a Values for Practice course to assist in the training and preparation of social workers practicing with historical underrepresented and marginalized clients and communities of color. Students develop skills and techniques grounded in anti-oppressive culturally grounded social work practice.

SOWK 4235 Disproportionality and Disparities Across Systems: The Impact on Children and Youth (3 Credits)
This course will explore the interconnectedness of institutional racism and discrimination across major social systems within the U.S., focusing on the historical context of current racial disproportionalities and disparities in youth service systems such as child welfare, juvenile justice, mental health, education, and health. Using a critical lens, the course is designed to help students analyze how policy decisions have long-range impact on generations; specifically for children and youth of color. Students will have the opportunity to apply this critical lens to their current field placement and the youth populations they serve. As an elective course, the class is open to all GSSW students; however, students concentrating in child welfare, children and youth, and families are especially encouraged to take the course.

SOWK 4240 Intergenerational Justice (3 Credits)
This course engages students in the conversation, scholarship, and social work practice issues related to how social justice is promoted across age groups and generational cohorts (i.e., baby boomers, generation X, millennial generation). While looking at debates for how families, local communities, states, and nations link age to power, decision-making, funding, and access to resources, the course also examines what within age group issues of injustice and inequality persist. Topics include: generational equity in terms of government budgets and debt, intergenerational issues related to sustainability and ecological justice, age-based versus need-based service delivery models, interventions to address intergenerational conflicts within families, and best practices in intergenerational social service models. This course is designed as a seminar course for social work students from any concentration to explore values related to social justice as they play out across all levels of practice.
SOWK 4250 Concentration Seminar (1 Credit)
This course is taken (by distance education students only) concurrently with the concentration year field practicum and the concentration year required courses. The purpose of this course is to integrate the concentration field experience and concentration year course work to prepare students for employment as professional social workers. This is also an evolving seminar co-created between faculty and students. Clinical issues and skill development at a more advanced clinical level is integrated into the seminar format as well as topics the student and faculty members agree upon that will enhance their first year learning.

SOWK 4299 Advanced Standing Seminar (3 Credits)
The seminar reviews knowledge, skills and values that form the basis of GSSW concentration year curricula in clinical practice, community practice and policy practice. The seminar combines content planned by instructors with individualized guided study and planning for field instruction based on student self-assessments. Prerequisite: Admission to advanced standing program.

SOWK 4305 Child Maltreatment: Causes and Developmental Consequences (3 Credits)
Examines theory and research concerning causes and developmental consequences of child maltreatment, as well as theory and research concerning attachment and the developmental consequences of separation and loss that often follow intervention in child maltreatment. A required course in the Child Welfare Track. Prerequisite: Completion of foundation year curriculum, admission to MSW program with advanced standing or permission of the instructor.

SOWK 4315 Building Resilience: Healthy Development in Childhood and Adolescence (3 Credits)
Provides students with knowledge of child and adolescent development with a particular focus on resilience. At each stage of development, risk factors that are deleterious to development, and protective factors that promote healthy development, will be discussed. Along with basic information about theories of resiliency, students will also gain a good working knowledge of cognitive behavior theory. A required course in the High-Risk Youth Track and an elective course in the Child Welfare Track.

SOWK 4320 Theories and Practice of Family Systems Therapy (3 Credits)
Introduces family systems, feminist and cultural/contextual models of family therapy, integrating theory, practice and skill development. Content includes current family structures and assessment and intervention from a family systems perspective with couples and families. Family system models covered: intergenerational, structural, strategic, solution-focused brief, narrative and feminist. Analyzes intersecting issues of oppression: sexism, racism, classism, heterosexism and ageism. This is a required course in the Families Track and an elective course in the High-Risk Youth Track. Prerequisite: completion of foundation year coursework or permission of adviser and instructor.

SOWK 4325 Evolving Perspectives and Trends in Health and Wellness (3 Credits)
This course provides an overview of the theories that inform social work practice in the field of health and wellness. Health as a concept is examined for its understanding and meaning in multiple practice settings, communities and cultures. While addressing evolving trends and ethics in health care practice settings, a range or topics are covered including systems perspectives and thinking, the intersection of health and mental health, wellness and prevention, social ecology of health promotion, client and person centered care, care management and health care disparities.

SOWK 4330 Assessment of Mental Health and Drug Use in Adults (3 Credits)
Focuses on the assessment of psychological, social and biological contributors to mental health disorders in adults and the use of this assessment as a guide for treatment/clinical interventions. Examines the strengths and weaknesses of the DSM-IV classification system in terms of social work values and ethics. Examines symptoms, theories of etiology, treatment interventions and prognosis within each diagnostic category, and reviews a variety of assessment tools in the context of gender, ethnicity, cultural diversity, sexual orientation and historically oppressed and/or disadvantaged populations.

SOWK 4340 Leadership and Supervision Skills (3 Credits)
This course examines the application of leadership and supervision theories to practice settings in communities, organizations and policy contexts. A focus is placed on leadership roles and an examination of leadership styles, with an emphasis on the skills of transformational leadership and supervision. Topics covered include team leadership and supervision, one to one supervision skills, managing conflict, personnel management, and cross cultural work.

SOWK 4345 Intersections of Mental Health, Substance Abuse and Trauma (3 Credits)
This course is an advanced theory for practice course with builds upon foundation courses in HBSE and clinical theories, and covers the dynamics of and interventions in mental health, substance abuse treatment, and trauma. The course examines the independent and intersecting theory bases of mental health; trauma and substance abuse approaches, including both crisis and longer-term work, crisis intervention, and the recovery philosophy. It also explores recent evidence about individual and environmental risks associated with these conditional and evidence about both specific therapeutic interventions and the importance of common relational factors. Social workers make up one of the largest professional groups working with clients with mental illness, and bring a unique person-in-environment and strengths perspective to that work, which fits well with a recovery philosophy. General therapeutic approaches common across these fields, such as motivational interviewing, are presented and students are introduced to complementary and alternative approaches that show promise in treating common client conditions. Because of the strong linkages between health, mental health and wellness, the course also explores recent integrative and behavioral health approaches. Recovery refers to the process in which people are able to live, work, learn, and participate fully in their communities. For some individuals, recovery is the ability to live a fulfilling and productive life despite a disability. For other, recovery implies the reduction or complete remission of symptoms. Science has shown that having hope plays an integral role in an individual's recovery. (President's New Freedom Commission on Mental Health, 2003, p. 7).
SOWK 4350 Evolving Perspectives and Trends in Aging (3 Credits)
This course provides an overview of how theories of aging inform the role of social workers with older adults and their families across a range of service settings, including emerging fields of practice. The course examines multiple perspectives on the late life adult years, spanning the period from middle adulthood and on into late life, including: historical, biological, psychological, social, cross-cultural, and spiritual theories and related empirical evidence. While addressing evolving trends, the importance of difference, and ethical implications the topical issues include: work and retirement; economic status; residence and housing location; education and learning styles; interpersonal relationships with partners, families, and peers; creativity, spirituality, and religiosity; political beliefs and ideologies (including the formation, maintenance and alteration of prejudice and racism); the experience of chronic illness, disability, and death; and wisdom attained during adulthood and aging.

SOWK 4360 Social Ecology, One Health and Resiliency: Connecting Human and Environmental Health (3 Credits)
This course is a theory of practice course in the Sustainable Development and Global Practice Concentration and is a required class. This course is also an elective for other concentrations. A defining feature of social work is the profession's focus on human well-being and health in a context of person-in-environment. This theory of practice course builds on that feature and emphasizes the concept of Social Ecology and explores the integrated model of One Health as a necessary understanding for human health as connected to the natural world. This course positions students to understand a 21st-Century vision for a sustainable and healthy human presence on Earth, including an integrated understanding of social, political, economic and environmental structures that influence the UN's Millennium Development Goals http://www.un.org/millenniumgoals/. Social workers often conceptualize interventions through the model of a Systems Perspective where the interconnectedness of systems is endorsed as the most accurate way in which to understand people in context. Fundamental to equipping social workers with the knowledge and skills to be effective in new challenges facing the human condition is a comprehensive understanding of the importance of healthy environments, and environmental forces that create, contribute to, and address problems in the everyday lives of people. This course is offered within the Sustainable Development and Global Practice concentration to assist in the training and preparation of social workers practicing within the international arena. Students explore the models and theories for the important and urgent issues occurring in our global environment and come away from this course with a strong understanding of the issues facing communities. Through the development of an integrated social science and eco-centric understanding of one's place in the natural environment and a paradigm that acknowledges the interdependence and interconnection between humans and the more-than-human world, social workers practicing locally and globally will be equipped to contribute to effective, strength-based solutions to address the crises and issues facing the world. Local issues and community-based efforts that strive for socio-environmental justice are highlighted to promote critical thinking around concrete issues and develop a knowledge-base for prevention as well as intervention strategies, environmental awareness, sense of belonging in a community, sustainability, resilience and advocacy. This includes policy and relevant laws with a focus on such topics as environmental toxins, sustainable economics, conservation of nature and biodiversity, land use, water use and the strong correlation between human health and the health of non-human animals and the environment. This includes humane treatment and care of wildlife and habitat and how to empower communities to resist their exploitation. Students are exposed to current challenges and competing needs confronting communities in urban as well as rural communities.

SOWK 4370 Community and Organizational Change: Theory for Practice (3 Credits)
This course presents key theoretical frameworks for students to be informed and innovative in responding to changing community, organizational and societal contexts. Theories of social change are presented that can assist social work leaders in promoting positive social change in the lives of vulnerable populations through the development of policy, community interventions and human services organizations. Students apply theories to understanding organizational change and innovation and the promotion of social and economic justice through community and policy practice.

SOWK 4375 Economic Theory and Social Work (3 Credits)
Human rights, urbanization, poverty, housing, gender inequality, care of children, poverty, indebtedness, racial and/or ethnic discrimination, and cultural conflicts are challenging the United States and nations throughout the world. This course introduces students to economic theories to develop broader conceptualization of local, national, and global social problems and possible intervention strategies. An understanding of economic theory provides a foundation for studying the emergence and maintenance of diverse social policies to address these problems. The course explores Neoclassical, Behavioral, and Microeconomic concepts of economic efficiency and the corresponding consequences to marginalized and oppressed populations.

SOWK 4401 Integrated Health Care: Models and Practice (3 Credits)
This course provides an overview of the knowledge, skills and theory of integrated health care social work practice, where physical and behavioral health services are most often provided in a primary care medical environment. Students will learn roles/functions of the behavioral health professional and their effectiveness as a member of the collaborative care team. Incorporating knowledge of evidence-based practice models of care and behavior change theory, they will increase their practice abilities to effectively work at an advanced level of skill as an integrated care behavioral health provider. Strategies and skills in patient engagement, motivational enhancement and advocacy will be taught through case studies and group activities. Cultural competency and effective care planning in an integrated healthcare environment will be emphasized.

SOWK 4410 Prevention & Treatment of Adolescent Substance Abuse (3 Credits)
This course examines causal factors and theories that seek to explain why some adolescents develop problems with alcohol and other drugs. Effective substance abuse prevention and treatment approaches are identified at the individual, family, school and community level. This is a required course in the High-Risk Youth Track.
SOWK 4412 Practice Elements in Youth Mental Health Intervention (3 Credits)
This course offers an integrative framework of theory and research to understand and intervene in the major mental health problems experienced by children and adolescents. Interventions include both direct work with children and collaborative/conjoint work with parents. Techniques include common elements across empirically-supported interventions such as cognitive-behavioral therapy, functional family therapy, behavioral treatment, client centered treatment, social skills training, and parent management training. Intervention strategies are described across five primary mental health problems common among children/adolescents: anxiety, depression, traumatic stress, disruptive behavior, and attention deficit disorder. For each of these mental health problems, assessment and intervention techniques are demonstrated, practiced in class, implemented in field placements, and monitored for associated reduction in client symptoms. The use of empirically-supported interventions is discussed from a multidimensional perspective with consideration for cultural context and adaptations necessary for particular client groups.

SOWK 4415 Intake and Family Based Services: Assessment and Intervention (3 Credits)
This course examines decision-making in child welfare at the point of family referral to the child welfare system, the processes involved in family assessment and service planning, and design, delivery and intervention skills for home-based child welfare services. This course is required for students in the Child Welfare Track. Prerequisite: completion of foundation year curriculum, admission to the MSW Program with advanced standing or permission of the instructor. It is preferred that students have completed SOWK 4305 prior to taking this course.

SOWK 4416 Foster Care and Permanency Planning (3 Credits)
This course presents strategies for culturally competent assessment and intervention with children who are in foster care, adoption, or with their families. It focuses on permanency planning, involving extended families in making case decisions and caring for children, family reunification, relinquishment of children for adoption, termination of parental rights, preparing children and parents for adoption or guardianship, working with young adults nearing emancipation, and providing post-adoption/guardianship services. This is a required course in the Child Welfare Track. Prerequisites: SOWK 4305 and SOWK 4600 or permission of the instructor.

SOWK 4420 Strategies and Techniques of Family Systems Therapy (3 Credits)
A skill-based class where students learn to apply family systems knowledge to case situations. Teaching strategies include role-play and discussion of actual cases. This is a required course in the Families Track. Prerequisite: SOWK 4320.

SOWK 4422 Strategies for Family Meetings (3 Credits)
This course builds students’ skills in conducting family meetings and brief family interventions. Students learn to incorporate clinical principles during time-limited contact with clients and their families of all ages. Skills include assessing family dynamics quickly, guiding family mediations and decision-making meetings, managing and debriefing crises and incidents, providing education, and intervening with supportive counseling. These skills are applicable in different human service organizations, such as aging services, alcohol and drug treatment facilities, child welfare, hospital and outpatient health care facilities, mental health settings, and schools.

SOWK 4425 Positive and Community Youth Development (3 Credits)
This course provides an overview of the “community and positive youth development” approach to providing social services to children and adolescents. Many services for young people focus on negative outcomes such as behavior problems, pregnancy, violence, drug abuse, and truancy. These services are supposed to “fix” the small minority of kids who are “broken” in some way. The community and positive youth development perspective stresses that all youth need a variety of supports and opportunities to develop into healthy, contributing adults. This course considers how such an approach to social service delivery can be applied across different organizational settings (e.g., schools, government agencies, and non-profits) to promote the well-being of American youth from diverse cultural backgrounds.

SOWK 4430 Drug Dependency Interventions (3 Credits)
There is widespread recognition that substance abuse is one of America’s most pressing social problems. Social workers increasingly find themselves attempting to help individuals and families resolve substance abuse problems, as well as directly or indirectly related issues. This course introduces students to current and emerging substance abuse treatment approaches so they can conduct their practices from an informed perspective.

SOWK 4435 Community Organizing and Empowerment Practice (3 Credits)
Examines empowerment practice and community organizing as a social work intervention method. Topics include challenges of community practice in today’s world and with diverse groups; special tactics and techniques of community organizing and community capacity building models; empowerment of oppressed populations; ethical issues in community practice; social work and social justice. This is a required course in the Leadership for Community and Organizational Practice.

SOWK 4445 Social Work Assessment and Intervention in Aging (3 Credits)
This course focuses on biological, neurological, psychological, social, spiritual, and environmental aspects of late life as a foundation for the delivery of assessments and interventions to older adults. This course presents information on demographic projections, population trends, and theoretical perspectives that inform gerontological social work practice. This class additionally focuses on the unique nature of social work with this diverse population including a continuum of care services for older adults, interdisciplinary nature of helping services, dynamic nature of aging for multiple vulnerable older adults such as those facing institutionalized oppression, and specific attention to elder wellness.
SOWK 4454 Child and Adolescent Trauma (3 Credits)
This course introduces students to the common concepts (general theory and foundational knowledge), components (intervention and treatment elements) and skills (practitioner skills) underlying evidence-based treatment for children and adolescents who have experienced trauma. Trauma is broadly defined, and includes children and adolescents exposed to traumatic events including, but not limited to natural disasters, war, abuse and neglect, medical trauma, witnessing interpersonal crime (e.g. intimate partner violence), and other traumatic events. The course highlights the role of development, culture, and empirical evidence in trauma-specific interventions with children, adolescents, and their families. It addresses the level of functioning of primary care giving environments and assesses the capacity of the community to facilitate restorative processes. The course focuses on assessment and intervention as a foundation for subsequent learning about treatment. This course incorporates the new National Child Traumatic Stress Network (NCTSN) core curriculum on child trauma (CCCT). The course conveys the crucial evidence-based concepts, components, and skills designed by NCTSN to strengthen competency in assessment, referral, and treatment.

SOWK 4465 Human Security: Intervention Strategies for Economic & Social Development (3 Credits)
Human security is a new paradigm for understanding complex global vulnerabilities. Human security goes way beyond traditional notions of national security and highlights the security of the individual rather than that of the nation state. Human security uses a person, entitlement and human rights centered view of security. It is essential for national, regional and global stability and sustainability. In defining human security, the United Nations stressed “the right of all people to live in freedom and dignity, free from poverty and despair,” and recognized that “all individuals, in particular vulnerable people, are entitled to freedom from fear and freedom from want, with an equal opportunity to enjoy all their rights and fully develop their human potential” (A/RES/60/1). “Human security aims at ensuring the survival, livelihood and dignity of people in response to current and emerging threats - threats that are widespread and cross-cutting. Such threats are not limited to those living in absolute poverty or conflict” (UN-OCHA). Today, the impacts of natural disasters, climate change and other forms of environmental change, and global economic crises, among others, are considered to threaten human security in developing as well as developed countries. The increasing numbers of internal violent conflicts, forced migration, natural disasters and environmental degradation have resulted in national and international security failings that reflect the challenges of the post-Cold War security environment. The failure of mainstream development models to generate growth, particularly in Least Developed Countries (LDCs), or to deal with the consequences of complex new threats (e.g., HIV/AIDS, climate change, social and economic inequality) reinforced the sense that international institutions and states are not organized to address such problems in an integrated way. Social workers focusing on human, social and economic issues in global settings will use various human development strategies and other capacity-building approaches in practice. This course develops students' skills in human and social development strategies, sustainable livelihood and conflict management strategies, and other capacity-building community strategies, and fosters a solid understanding of the programmatic and practical requirements for human security in a global context.

SOWK 4500 Mental Health Interventions with Children (3 Credits)
This course offers an integrative framework of theory and research to understand and intervene in the major mental health problems experienced by children. Interventions include both direct work with children and collaborative/conjoint work with parents. Techniques include play therapy, cognitive-behavioral interventions, psychopharmacology, and crisis intervention for suicide. Children's development is considered from a multidimensional perspective, including cultural context, risk and protective factors, and the development of psychopathology.

SOWK 4501 Wellness Prevention and Intervention Across the Lifespan (3 Credits)
This course prepares students to critically analyze the determinants of wellness across the life span, across socio-economic boundaries and across cultures in order to promote wellness in the everyday lives we lead both personally and as social workers in a community. An emphasis will be placed on the research and application of knowledge and skills to increase social worker awareness of the distinctions between health and wellness and to promote wellness in the quality of life in a community. This course builds students' skills and strategies to enhance wellness needs within a community. Strategies include using developmental models, researching current policies and implementing wellness assessment tools in order to create interventions for communities.

SOWK 4505 Relationship Therapy (3 Credits)
Focuses on assessment, problem/solution path identification, intervention strategies and outcome evaluation in counseling heterosexual, gay and lesbian couples. Identifies common relationship patterns and explores intervention strategies including behavioral, strategic, structural, narrative, transpersonal and feminist. Covers issues such as conflict management, relationship enhancement, intimacy, power and control, domestic abuse, infidelity and divorce. Analyzes the intersecting issues of oppression: sexism, racism, classism, heterosexism and ageism. This is a required course in the Families Track.

SOWK 4520 Advanced Strategies and Techniques of Family Systems Practice (3 Credits)
This course is an advanced skill-based course that extends students' knowledge and application of family systems therapy. The course engages the active participation of students in role-play scenarios and the discussion and deconstruction of actual cases. Advanced Strategies and Techniques builds on the family systems theory and practices applications learned in the family systems concentration courses and expands students' opportunity to apply theory to cases in diverse practice and client situations. Pre-requisites: SOWK 4320 and SOWK 4420.

SOWK 4523 Care Management Skills and Resources to Promote Community Living (3 Credits)
Many individuals and their families of all ages cope with physical and mental health conditions that impede their ability to live in the community. A vast array of formal and informal resources, public programs, and privately funded services can promote community living. Social workers often provide care management to enhance access, coordinate care, and ensure equality of these long-term services and supports. This course will develop students' skill at care management and knowledge of resources, including resources for persons with developmental disabilities, chronic mental health conditions, physical disabilities, and age-related functional impairments.
SOWK 4525 Administration and Management Practice and Skills (3 Credits)
This course examines the application of leadership and supervision theories to practice settings in communities, organizations and policy contexts. A focus is placed on leadership roles and an examination of leadership styles, with an emphasis on the skills of transformational leadership and supervision. Topics covered include team leadership and supervision, one to one supervision skills, managing conflict, personnel management, and cross cultural work.

SOWK 4530 Poverty and Community Economic Development (3 Credits)
This is an advanced community practice class focused on poverty, low-income neighborhoods and local economic development. The class begins with a thorough review of the scholarly literature related to poverty, sustainability, and the concentration of poverty in low-income neighborhoods. Then, public and private responses to poverty are examined. The class focuses on both governmental policies and programs supported by the private sector. Next, the class turns to local responses to the concentration of poverty in low-income neighborhoods. The class focuses on the interdisciplinary nature of programs and interventions aimed at community economic development in low-income neighborhoods.

SOWK 4535 Planning and Program Development (3 Credits)
This course prepares students to engage in strategic planning and program development roles and practice within a social work community, organizational, or policy practice setting. Students in this course gain knowledge in the principles of planning, social enterprise, the engagement of stakeholders in planning processes, community collaboration and the elements of designing and implementing programs. Students have the opportunity to put this knowledge base into practice by developing a comprehensive program proposal applying the skills of strategic thinking, planning, critically evaluating research informed practice and practice informed research. In addition, students engage in communicating professional judgment in both written and oral formats.

SOWK 4565 Social and Environmental Impact Assessments (3 Credits)
Social and environmental impact assessments are important tools for analyzing and managing both the intended and unintended consequences of development projects on human and ecological systems in order to bring about a more equitable and sustainable social ecological system. This class incorporates an understanding of the history and concepts of the three levels of impact assessments (micro, mezzo, and macro) into the research process that is the core of social impact assessments. Students prepare and evaluate social ecological impact assessments through learning to identify and define problems, select theoretical frameworks appropriate to the problem, identify research questions, design a study appropriate for the identified questions, gather and analyze data, and write the final assessment. Particular attention is paid to assessing the effects of interventions on vulnerable populations. Other topics will focus on the practical aspects of project team selection and management, timelines, and the communication of findings to stakeholders.

SOWK 4600 Child Welfare Policies and Services (3 Credits)
Examines contemporary U.S. child welfare policies in historical perspective, focusing on prevention, report and investigation of child abuse and neglect, as well as family preservation, out-of-home care, adoption and services for troubled adolescents. Evaluates the impact of policies and proposals for change in policies, considering empirical evidence, values and ethics. Provides a framework to analyze policy choices and encourages students to advocate for needed policy changes. This is a required course in the Child Welfare Track. Prerequisite: SOWK 4120 or admission to advanced standing program.

SOWK 4605 Poverty: Policies and Services (3 Credits)
The United States poverty rate declined steadily from the 1950s through the 1970s, decreasing from 22% of the population in the late 1950s to 12% in the late 1970s. Poverty rates have fluctuated since then with current rates standing at approximately 15% or 46 million people. More than 16 million children, 22% of all children, live in families with incomes below the federal poverty line. The course begins by considering the federal poverty measure and competing definitions of poverty. Key programs and policies meant to alleviate poverty, such as government transfer programs (including cash and noncash welfare, earnings supplements, and social insurance programs), education and training programs, and support services are examined. Course content is applied to practice scenarios to enhance student knowledge of poverty programs, eligibility criteria and application processes. Critical discussions of these programs will inform analysis of alternative approaches to poverty reduction and economic self-sufficiency.

SOWK 4610 Policies and Programs for Children and Youth (3 Credits)
Examines the history and evolution of social policies and programs targeting high-risk youth. Seeks to critically analyze the effects of current and recent policies in the context of youth offending and other adolescent problem behaviors. This is a required course in the High-Risk Youth Track. Prerequisite: SOWK 4120, admission to advanced standing program or permission of the instructor.

SOWK 4630 Family Policies and Services (3 Credits)
Identifies challenges contemporary American families are experiencing and presents strategies for developing policies and services to meet these challenges. Examines specific policies and services that most affect families, as well as broader questions concerning power and its distribution, allocation of resources and the role of government in promoting individual and family well-being. A required course in the Families Track. Prerequisite: SOWK 4120, admission to advanced standing program or permission of the instructor.

SOWK 4635 Immigration Policies and Services (3 Credits)
This course identifies challenges for immigrants and presents strategies for developing policies and services to meet these challenges. It not only examines specific policies and services that most affect immigrants but also considers broader questions concerning power and its distribution, allocation of resources, and the role of government in promoting individual and family well-being. This is a concentration policy course for all concentrations.
SOWK 4640 Mental Health and Drug Dependency Policies and Systems (3 Credits)
Provides a comprehensive understanding of policies related to mental health and/or drug dependency, their historical antecedents and the socio-political forces that influence their development. Also introduces students to emerging controversies concerning these policies. Choice of this course or SOWK 4650 required in the Adulthood and Late Life Challenges Track.

SOWK 4645 Health Care Policy (3 Credits)
This policy course provides an overview of health care policy as it is relevant to social work practice in multiple health and behavioral care settings. With the advent of health care reform and the implementation and operationalization of the Patient Protection and Affordable Care Act (PPACA), there are rapidly changing policy issues related to this innovative integration and delivery of health care services. Students in this course critically analyze the practice of policy in this new and quickly evolving service arena. This course explores key health policy strategies to foster integrated delivery system development and sustainability in line with health policy goals to reduce cost of care, improve population health and improve quality of integrated care services, with special emphasis on the integration of primary care, behavioral health services and wellness/health promotion initiatives. Strategies for students to influence policies and promote change in the interest of the individual/family/community, agency/organization and the communities they serve are presented. Critical thinking skills in developing and analyzing proposals to improve integrated health policy are encouraged. The course builds on policy content offered in the professional foundation year and links policy to practice and research skills.

SOWK 4650 Aging Policy (3 Credits)
This course provides an overview of social policy and service delivery issues in gerontology. It includes a critical review of rapidly developing policy issues, as well as an overview of U.S. health care and social service delivery systems serving older adults. The course encourages students to participate in critical analysis of issues and to develop and analyze innovative proposals to improve policy and programs for older adults. This course fulfills the policy requirement for the Aging Services and Policy concentration.

SOWK 4660 Social Policy Advocacy (3 Credits)
Facilitates student learning within policy-making arenas. Students are paired with health and social service agencies and coalitions to assist in agenda-setting, legislative research, and issue-advocacy development and implementation in the state legislature and bureaucracy. An elective course in the Leadership for Community Organizational Practice Track.

SOWK 4665 Global Policies and Programs (3 Credits)
This course focuses on understanding and connecting eminent global policy trends, their inter-relatedness with globalization and their impact on human and social development. In particular, economy, trade, human rights, immigration, health, environment, human security as well as disaster relief and response related policies are examined. The course gives students the opportunity to study, analyze and understand specific federal and global policy initiatives, their development and implementation. The goal of this course is to train students to understand the essential components of global policies in both the public and private sectors and to prepare them to initiate systems reform to accomplish innovative and effective outcomes. This course addresses the development of policy in the context of social values and ethics. Policies are covered both from the viewpoint of developed and developing countries. Readings, examples and discussion include policies of nations and international organizations (e.g., United Nations, World Bank, International Monetary Fund, and specialized agencies such as the World Health Organization) with applications to both developed and developing countries. The course emphasizes an analytic approach for understanding the impact of policy on programs, services, and development at large.

SOWK 4670 Policy Development & Analysis (3 Credits)
Focuses on the development and analysis of social welfare policy. Reviews the structure of the policy-making and implementation process, and examines perspectives on the definition of social problems and approaches to the development and analysis of social welfare policies. Students apply the perspectives and frameworks as they analyze a specific social problem and policy directed toward it, identify needed change in policy, select place and strategy for change in policy, and communicate knowledge to central actors in the policy-making and implementation process. An option for the policy course requirement in the Leadership for Community and Organizational Practice Track. Prerequisite: SOWK 4120 or SOWK 4299 or permission of the instructor.

SOWK 4700 Solution Focused Brief Practice (3 Credits)
This course is a methods skills course that provides students with the opportunity to gain knowledge and skills in the contextual stance and core interventions of the evidence-based approach, Solution-Focused Brief Therapy (SFBT). Students gain an understanding of how this approach works, and the ability to use this approach in a variety of settings including with clients struggling with chronic mental illness, trauma, and substance misuse, as well as with children and adolescents, couples and families, in community development, and supervision. This course addresses competencies and practice behaviors in advanced clinical settings including Families, Child Welfare, Children and Youth, Mental Health and Health.

SOWK 4705 Forensic Orientation in Social Work Practice: Assessment and Interventions with High-Risk Offenders (3 Credits)
Presents and applies a framework for assessing and intervening with offender populations. This risk and containment framework takes a community safety and victim-centered perspective and focuses on assessing and intervening with multiple systems surrounding offenders. The framework is then applied to specific interventions with domestic violence abuse offenders and with adult and adolescent sexual offenders. An elective course in the Child Welfare Track.

SOWK 4710 Domestic Violence (3 Credits)
This is a concentration year practice elective focusing on understanding, assessing, and intervening with domestic violence, understood as violence occurring in the context of intimate relationships. The purpose of this course is to provide students with the theoretical understanding and practice skills necessary to establish a beginning competence in assessing and intervening with domestic violence and in developing community, systemic, and policy responses.
SOWK 4712 Law of Family and Child (3 Credits)
Examines legal principles and procedures relevant to social work practice with families and children: structure and operation of the American legal system, principles to follow in conducting legal research, basic principles of constitutional law and law related to juvenile delinquency, child protection, child adoption, education and domestic relations. Covers legal aspects of social work practice including licensing, confidentiality and professional liability. Successful completion of this course or SOWK 4715 required for certification as school social worker in Colorado.

SOWK 4713 Interdisciplinary Approaches to School, Family and Community Programs (3 Credits)
This course presents an overview of theory and practice in school, family, and community prevention. A developmental perspective is used to examine factors that promote or inhibit healthy child and adolescent development at different stages and transitions. The focus is from preschool through age 18. The course demonstrates ways in which interdisciplinary prevention approaches are built on the foundations of epidemiological research and on knowledge of the individual, peer, family, and community factors that increase risk or enhance positive development among children and youth. The public health preventive intervention cycle is used as a framework to examine effective approaches to preventing common child and adolescent problem behaviors like substance use, academic failure, and antisocial conduct. Principles and ingredients of effective school, family, and community prevention programs are examined. Students will learn and apply specific intervention skills necessary to implement prevention strategies across school, family, and community settings.

SOWK 4715 School Social Work Interventions (3 Credits)
Designed to give students the ability to identify, understand and apply the varied roles of school social worker. Examines politics of education, the educational organizational structure, special education law and process, collaborative teamwork with school and community professionals and inter-systems coordination. Emphasis placed on meeting the needs of special education populations through assessment, intervention and evaluation and on preventive programs for children and youth at risk for school failure, truancy and dropping out. An elective course in the High-Risk Youth Track.

SOWK 4720 Prevention and Treatment of Juvenile Delinquency and Youth Violence (3 Credits)
Examines causal factors and theories that seek to explain why some adolescents engage in delinquent conduct and/or violent behavior. Effective delinquency and violence prevention and treatment approaches are identified at the individual, family, school and community levels. A required course in the High-Risk Youth Track.

SOWK 4721 Existential Social Work Practice (3 Credits)
The problems facing people can be understood in the context of situations and meanings they give to them. This course seeks to identify useful ways to clarify and validate the client’s unique “world view,” bypassing the many dangers and misuses of diagnostic categorization and empowering clients in relation to themselves and problem definition.

SOWK 4723 Social Work Practice in Health Care (3 Credits)
This course is designed to explore and develop advanced social work knowledge and skills in order to practice social work in diverse health care settings. It includes examination of the social work role on interdisciplinary teams, health care terminology, setting-specific assessment and interventions and comprehensive social work services for acute and chronically ill patients. It emphasizes social work values and ethics in relation to health care practice.

SOWK 4725 Mind-Body Connections and Social Work Practice (3 Credits)
Health and illness can be regarded within a systems framework that links that person’s physical, mental, and social aspects of self. This course explores the interactions between an individual’s thoughts and his/her physical, emotional, and social health. Combines examination of research and theory on various aspects of mind-body connections with practice skills that can be used in working with clients of all types. An elective course.

SOWK 4730 Cognitive Approaches to Social Work Practice (3 Credits)
Examines major cognitive approaches to social work practice, suggesting methods focusing on clients’ problem-solving abilities, building on client strengths, targeting specific thought patterns that impede clients from reaching goals and assessing outcomes in terms of changes in thinking and behavior. Theory is applied to individuals, dyads, families and groups. Examines relevant research suggesting both indications and counter-indications of approaches. An elective course.

SOWK 4732 Disrupting Privilege through Anti-Oppressive Practice (3 Credits)
This course, building on the theoretical foundation in SOWK 4132 Multicultural Social Work Practice, examines the barriers to the professional use of self as an ally to historically disenfranchised groups, both in the context of day-to-day relationships with clients as well as in the context of community and macro-level interventions. The course is intended to assist in understanding the personal, situational, structural, and cultural influences that impede justice-oriented social work practice. The course supports students in developing strategies, skills, and approaches to anti-oppressive practice. Anti-oppressive social work practice is a range of practice approaches that adopt a critical and structural perspective on issues of social inequality, oppression, power, privilege, and domination. It encompasses approaches such as feminist, anti-racist, Afrocentric, disability practice, and critical social work frameworks to name a few (Campbell, 2003). It attends to both process and outcome (Dominelli, 1998), and links the provision of individual assistance to people from marginalized groups with involvement in social movements corresponding to the marginalization (Carniol, 2000). “The [anti-oppressive] framework enables links to be made between individual action and social structures. It informs practice by enabling the worker to evaluate differences that exist at an individual level and within society and how these impact on each other. It provides the means of making accurate assessments by taking into account the inequalities that texture the lives of those denied access to society’s resources because of their defined social status and the exclusionary practices of the dominant system. It demands that we consistently engage in the process of critical self examination, which in turn enables us to engage in the process of change.” (Dalrymple and Burke, 1995, p. 18).
SOWK 4735 Interpersonal Approaches to Counseling (3 Credits)
This course is an elective course which utilizes the interpersonal models of psychotherapy and neurobiology, drawing upon psychodynamic theories and techniques. The course examines traditional and contemporary psychotherapy theories and techniques. Interpersonal interventions are grounded within the values, ethics and standards of practice for clinical social work.

SOWK 4737 Assmt & Interven w/Adolescent (3 Credits)
Examines adolescence as a major developmental life cycle stage and the reciprocal relationships between gender, race, ethnicity, family development, peer group, neighborhood and the adolescent's physical, intellectual, social and sexual development, as they contribute to identity formation. Presents individual, group, family and program-based intervention approaches, ranging from least to most intensive and restrictive. Prerequisite: completion of foundation year course work or permission of advisor and instructor.

SOWK 4741 Grief and Loss Across the Lifespan (3 Credits)
This course is designed to prepare students to understand social work roles and practice (engagement, assessment, intervention and evaluation) in working with those experiencing loss across the life span. Whether the loss is related to health or functioning, family system, developmental stage or an actual death, this course prepares students to be culturally responsive to diverse perspectives and bereavement needs. Students will learn theoretical models of grief and loss and how to effectively evaluate the needs of grieving individuals, families, communities and their support systems.

SOWK 4749 Social Work Interventions with Latinos/as (3 Credits)
Addresses immigration issues, as well as intervention and theoretical approaches for Latinos/as. Covers the selection of interventions and strategies for cross-cultural use in adequately addressing the needs of Latinos/as. A required course for the Social Work with Latinos/as Certificate.

SOWK 4750 Critical Perspectives on the Latino Context (3,12 Credits)
This course provides a framework for culturally relevant social work services designed to meet the needs of the Latino/a community. This is a social work content course taught in Spanish in collaboration with the Department of Languages and Literatures. Students acquire core principles grounded in an understanding of social justice, privilege, and oppression including the interconnection between human and civil rights, globalization, immigration and poverty. Students expand their oral and written Spanish expression as they learn about cultural, social and political theory. Students learn aspects of Mexican culture, community development, historical patterns of oppression, spirituality, and the role of indigenous movements. As a result of this course, students understand how to advocate for nondiscriminatory cultural, social and economic practices within a Latino context and experience. The course is open to both foundation and concentration students. It is designed for students in all tracks who have an interest in understanding issues facing the Latino community. The first option is a paper that investigates a current social advocacy movement in the Denver Latino community. The second option is an experiential learning in Mexico about culture and social movements. Students must select either the paper or the travel option upon registering for the course. Those students in the Latino/a Certificate in Social Work are required to participate in the experiential learning in Mexico in order to fulfill the requirements for the certificate program. Prerequisite: placement is based on language proficiency test results at the intermediate-advanced level.

SOWK 4751 Global Relations and Poverty in Mexico (3 Credits)
Provides a mixture of experiential and academic learning based on the community-learning model of Paulo Freire. Taught in Cuernavaca, Mexico, the course covers Mexican culture, community development, historical patterns of oppression, spirituality, and liberation theology, global economics and policy, and the role of indigenous movements. Includes discussion on the relationship between poverty in Mexico and the US, and implication for social workers. A required course for the Social Work with Latinos/as Certificate.

SOWK 4753 Social Development in Latin America (3 Credits)
Covers social development in South and Central America, with special emphasis on Mexico. Practice-oriented, it is geared towards a knowledge of policy-making in Latin America and on the skills required for local social development. A required course for the Social Work with Latinos/as Certificate.

SOWK 4754 Trauma and Recovery in Social Work Practice (3 Credits)
Provides an overview of multi-system level definitions of trauma experience - historical, individual, interpersonal, family, organizational, community, and global. Also examines various approaches to trauma response theory. Promotes the unique contribution social workers have to offer through lenses of strength, resiliency, and coping as well as commitments to multicultural and systems factors. A required course for the Trauma Response & Recovery Certificate.

SOWK 4755 Interventions for Responses to Trauma (3 Credits)
This course is designed from a strengths perspective, in which the study of trauma is approached from a theoretical base that perceives psychological adjustments after trauma as primarily a “response” rather than a “disorder.” Includes information on the integration of cognitive, emotional, and somatic approaches to trauma treatment, as well as consideration of when to use a trauma-informed versus a trauma-focused paradigm. At the community level, the course also includes an introduction to mental health reactions and responses to disaster. A required course for the Trauma Certificate. Prerequisite: SOWK 4754.

SOWK 4756 Social Work from a Chinese Perspective (3 Credits)
This course provides students with a unique opportunity to learn first in the classroom the social, cultural, historical, political, and economic characteristics of China and how these characteristics shape social work in China. Then students learn by experiencing social work in China. In Beijing, students participate in lectures given by faculty at China Youth University, discussions with social work students, visits to social work organizations, visits to important cultural landmarks and nightly synthesis of new knowledge and experiences. An elective course.
SOWK 4757 Social Work and Mexican Culture: Intensive Practice and Spanish Immersion (3 Credits)

This course combines academic classroom instruction with experiential and conversational learning. The goal of the course is to enhance the student’s Spanish communication and cultural responsibility skills through dialogue practice and service in Mexico. The course takes place in two cities, Puebla (State of Puebla) and Cuernavaca (State of Morelos), offering both a colonial and urban setting (unless there are State Department travel restrictions). Based on the student’s individual skills and interests, and the needs of local field agencies, students become involved in mini field placement-like settings and service learning opportunities preparing them for their concentration field placement at the Graduate School of Social Work where they are expected to demonstrate competency in Spanish. Some of these activities include, but are not limited to, intake and assessment, supportive counseling, program planning and implementation, public policy, community development, and health education. Students learn to identify cultural differences and similarities in attitudes towards community organizing and mental health care in order to better address these cultural differences and similarities in the U.S. This experience also allows students to learn Spanish within a cultural and professional context. Students meet two times, for 3 hours, prior to travel. Minimum proficiency level required to attend is Intermediate Spanish (particularly oral). This course is taught in Spanish and is a required course for Social Work with Latinos/as Certificate students (instructor permission is required for any non-certificate student).

SOWK 4758 Social Work in Kenya: Context, Conservation, Empowerment, Sustainability (3 Credits)

This course is designed to introduce students to the social, cultural and conservation issues of Kenya and East Africa. This course is field-based with strong emphasis on service learning and direct experiences. Course readings, lectures, classroom discussions, service learning projects and field work in rural Kenya provide participants firsthand experience in the social, cultural, historical, political, environmental, ecological and economic realities that exist in Kenya. This course is open to qualified concentration and advanced standing Graduate School of Social Work students. The course meets on campus for four sessions before traveling to Nairobi, Voi, and Kasigau, Kenya. Due to the intensive nature, remote travel logistics and costs for this course, direct communication with the professors is required. Qualifications include: willingness to sign International Travel Agreement, willingness to receive required medical authorization and immunization, academic good standing, and readiness for the physical and emotional demands of traveling in rural and remote Africa.

SOWK 4759 Global Cultural Perspectives: Consensus and Conundrums (3 Credits)

Social workers increasingly practice in global communities both nationally and internationally. Changes in practice environments demand that social work practitioners are informed citizens of comparative cultures and societies. This course examines the values and ethics of social work practice in a global context of power, privilege and oppression. Course materials and educational experiences are used to challenge students to examine ethical and value-based conundrums when practicing in global settings and to develop practice skills to enhance the health, well-being and sustainability of communities. Through the use of case studies, critical thinking, cultural inventories and reflexivity the course supports and challenges students’ personal growth and professional practice.

SOWK 4760 Resource Development and Fundraising (3 Credits)

Examines financial management aspects of integrated program planning and budgeting with emphasis on practical explanations of, and skill building in, grant proposal writing, budgeting and fiscal processes common to not-for-profit organizations, from government agencies to community programs. Topics include resource acquisition (fundraising) and resource expenditure (budget development, fiscal management, cost analysis and related ethical issues). A track elective course in the Leadership for Community and Organizational Practice Track.

SOWK 4764 Historical Trauma and Healing (3 Credits)

This course is designed to provide students with a context for practice with communities experiencing historical trauma. We learn about the conceptualization of historical trauma, its impact on communities as well as community responses to it. We also discuss the importance of cultural protective factors, strengths, and culturally relevant models of healing around multigenerational, collective experiences of trauma. A number of practice approaches found useful with communities experiencing historical trauma are presented and discussed. Class format includes presentations, small group discussions, films, poetry, movement, and experiential learning in the community. This course is built upon the concepts of empowerment practice, indigenous models of social work, and narrative theory and practice. We use these perspectives as we explore work around historical trauma in communities. This class provides social work direct practice skills on individual, family, community and policy levels.

SOWK 4765 International Social Development (3 Credits)

Social development is a process of planned instructional change to bring about a better correspondence between human needs and social policies and programs. This class focuses primarily on the developing work with particular emphasis on transitional economies. Practice-oriented, the class is geared toward a knowledge of policy-making for human security and the skills required for local social development. An elective course in the Leadership in Community and Organizational Practice Track.

SOWK 4775 Social Work with Adult Groups (3 Credits)

The course teaches students advanced clinical group work methods and skills with vulnerable and resilient adult clients who are experiencing an array of bio-psycho-social-spiritual problems, and who are seen in mental health, health, and gerontology practice settings. The purpose of group work is to meet the socio-emotional needs of members through mutual aid and support, education, therapy, growth, and socialization. The impact of gender, age, race/ethnicity, sexual orientation, social class, ability/disability, and spirituality on group formation and dynamics is addressed. Evidence of practice effectiveness of group methods is examined. Ethical conflicts and dilemmas involved in group work are considered within the framework of social work values and ethics.

SOWK 4780 Conflict Resolution in Social Work Practice (3 Credits)

Covers methods of conflict resolution including negotiation, bargaining and mediation. Applies social work role of mediator to families, divorces and child custody, elder care issues, groups and organizations. Examines frameworks and helps students build skills for conflict resolution in practice. An elective course.
SOWK 4784 Suicide Prevention and Crisis Intervention (3 Credits)
This course builds students’ competencies in providing crisis intervention, suicide risk assessment, and suicide intervention to children and adults. It examines theories of crisis intervention, theories of suicide causation, suicide risk assessment, and suicide intervention models. Students learn evidence-based practices for helping people immediately after a crisis, eliciting sensitive information about trauma and troubling thoughts, assessing and documenting a client’s level of suicide risk, and using cognitive-behavioral methods to help restore equilibrium after crisis and to reduce suicide risk.

SOWK 4790 Human Sexuality (3 Credits)
Integrates human sexuality in the thinking and practice of social workers. By viewing sexual behavior from the social work perspective, the student is prepared to assume a significant role in helping clients deal with issues of human sexuality. Focuses on clients experiencing sexual dysfunction and on sexually oppressed client groups including the elderly, the homosexually or bisexualy oriented, the physically or developmentally challenged and the sexually abused. An elective course.

SOWK 4795 Integration of Animals Into Therapeutic Settings (3 Credits)
Explores the human-animal bond and potential for therapeutic intervention with the animal as teacher, therapist, facilitator and companion in a number of therapeutic settings. Focuses on core skills for social workers seeking to integrate this clinical approach into their practice. A required course for the Animal-Assisted Social Work Certificate.

SOWK 4796 Animal Assisted Social Work Practice (3 Credits)
This course provides a comprehensive examination of approaches to Animal Assisted Social Work (AASW) and emphasizes clinical application skills utilized with a broad array of persons and in a number of therapeutic settings. Students will learn to design, implement and analyze the efficacy of AASW approaches within their chosen area of specialization, providing an opportunity to practice these approaches in their field internships. Students will learn to clearly articulate, assess, and intervene in “link” violence as it relates to social work practices and AASW implications. A required course for the Animal-Assisted Social Work Certificate. Prerequisite: SOWK 4795 or permission of instructor.

SOWK 4797 Issues for Evidence-Supported Animal Assisted Social Work (3 Credits)
This course is designed to take students into an evidence-supported exploration and understanding of methods for incorporating specific animals and animal assisted interventions in the context of current social work practice. The course examines the capacities of different species for work with diverse goals and populations in animal interactions and introduces components critical to animals’ well-being. Emphasis is placed on case formulation and experiential learning methods that link goal-specific human-animal interactions that impact measureable client behavioral changes. The course focuses on the explicit identification of how the animal will move clients toward goals and identifying outcomes and indicators of such change. Special attention is given to the development of animal selection, handling, evaluation, and management skills necessary for development as a social worker with competency in the incorporation of animals in evidence-based practice. Prerequisite: SOWK 4795.

SOWK 4820 Integrated Family Studies Intensive I (1,2 Credit)
This course aids students in identifying personal strengths and weaknesses which may contribute to therapeutic work with clients.

SOWK 4821 Integrated Family Studies Intensive II (1,2 Credit)
This course is designed to provide an understanding of the historical development and basic theory and practice of family therapy.

SOWK 4825 Family Therapy Assessment, Engagement and Treatment Planning (1,2 Credit)
This course provides knowledge of assessment concepts that are related directly to strategy and goal planning, which facilitate proceeding with the early phase of family treatment.

SOWK 4826 Applied Ethics (1,2 Credit)
This class enhances the student's understanding of the professional, legal and ethical issues in systemic, relational, and family therapy.

SOWK 4830 Strategies and Techniques in Family Therapy: Families and Play Therapy (1,2 Credit)
This course is designed to acquaint students with the origin, theory and use of strategic and narrative methods in marital and family therapy.

SOWK 4831 Couples I (2 Credits)
This course concentrates on approaches to couples therapy. Developmental models of couples work are explored.

SOWK 4835 Working with Multi-Problem Families (1,2 Credit)
This course is offered as part of the cooperative program with the Denver Family Institute. Course focuses on the development of skills needed for working in multi-disciplinary settings. Emphasis is on integrating family therapy theory and practice with individual models.

SOWK 4890 Contemporary Global Issues (1-3 Credits)
The complexities of sustainable development and global practice require an understanding of current developments and events at a global scale. This course is designed to support student learning by providing a dynamic review and exploration of contemporary global issues with a focus on approaches and competencies for global social work practice. This course encourages students to understand the myriad geo-cultural, political, socio-economic, and environmental dimensions involved in current global developments and events. Examining issues of governance, local and regional laws, as well as human rights and social justice issues to include those of race, religion and ethnic influence can expand understanding of the unique considerations of various countries and world regions. Particular emphasis is laid on human security, poverty alleviation and humanitarian concerns, conflict/post conflict response, human rights, human and social development, migration and refugee activity, civil society and environmental sustainability. In this course, efforts are made to incorporate historical understanding, research-driven knowledge, expert experience-based insight, and field-tested skills and resources to examine possible solutions, policy, and response. Social workers focusing on human, social, economic and ecological issues in global settings must be equipped to evaluate, analyze and respond to current global issues with a coherent understanding of major value and policy frameworks such as the new Sustainable Development Goals (SDGs). This course develops students’ global reach and readiness as global citizens and social workers by engaging students in a year-long in-depth exploration of current events shaping issues and unfolding events globally.
SOWK 4900 Methods for Evaluating Practice and Programs (1-3 Credits)
Provides students with strategies for evaluating social work practice at multiple system levels. Prerequisite: SOWK 4201 or admission to advanced standing program.

SOWK 4901 Applied Practice Evaluation Research (3 Credits)
Provides students with the opportunity to conduct a practice evaluation project in their field setting. Prerequisite: SOWK 4900.

SOWK 4950 Foundation Field Internship (1-15 Credits)
This required practicum provides foundation students with the opportunity to integrate social work theory and practice for effective professional intervention at clinical and community levels. Prerequisite or Corequisite: SOWK 4001, SOWK 4002, SOWK 4003, SOWK 4007, SOWK 4008. Corequisite: SOWK 4150.

SOWK 4960 Concentration Field Internship: Clinical (1-18 Credits)
Concentration students participate in planned clinical practice experience that integrates classroom theory, the learning of practice skills and the continued development of social work attitudes, ethics and values in the clinical practice setting. Prerequisite: completion of foundation year course work and field practicum.

SOWK 4965 International Field Practicum (0-18 Credits)
This international course fulfills partial requirement for a student's concentration year practicum. In an international social work setting, the practicum provides students with the opportunity to integrate social work theory and practice for effective professional intervention at clinical and community levels.

SOWK 4970 Concentration Field Internship (0-18 Credits)
Concentration students participate in planned community practice experience that integrates classroom theory, the learning of practice skills and the continued development of social work attitudes, ethics and values in the community practice setting. Prerequisite: completion of foundation year course work and field practicum.

SOWK 4971 Experimental Class (3 Credits)
Experimental courses allow GSSW to provide a wide variety of course offerings that respond to current issues and themes in the profession as they arise, as well as providing specialized courses that relate to the interests and areas of expertise of our faculty. All experimental courses are offered as electives open to all students. Prerequisite: determined by each instructor.

SOWK 4990 Topics in Social Work (1-3 Credits)
This topics course provides students with the opportunity to learn content appropriate to graduate social work education that is not currently incorporated into the standard MSW curriculum. Given the ever-changing nature of social work practice, theory, and research, topics of importance emerge each year that have particular relevance for a period of time or may be new emergent topics that will have relevance for the future of the discipline of social work. As such, this course provides a mechanism through which courses may be offered on a one-time basis. Topics may be related to social work practice, theory, or research. Topics vary from term to term and may be limited by program administrators, faculty, or by student interest.

SOWK 4992 Directed Study (1-10 Credits)
A permanent catalog course delivered on an individual basis when the course is not offered that term. Directed studies are approved under extenuating circumstances to provide an opportunity to complete a required course. Prerequisite: approval of instructor and MSW Director. Credit hours vary according to the catalog course taken.

SOWK 4999 Capstone (0-1 Credits)
This course is a 0-1 credit (Pass-Fail) required course in which students document their work through the development of an individual portfolio. Students are asked to upload artifacts (papers, presentations and field accomplishments) from both classroom and field internship that demonstrate how they have met the CSWE foundation and concentration specific EPAS competencies and practice behaviors. Students complete a reflection statement on their learning as it relates to the EPAS competencies.

SOWK 5000 Seminar in Professional Social Work Issues (2 Credits)
Examines the dilemmas and challenges confronting the social work profession and social work education. Examines the nature of professional education, the nature of the profession itself and the forces internal and external to the profession that have an impact upon practice and education. Required.

SOWK 5101 Social Welfare Policy Analysis and Development (3 Credits)
Applies analytical techniques to development of social welfare policy stressing the ability to formulate a policy hypothesis (i.e., a statement, in testable form, of a basic premise undergirding a policy position) and to reach conclusions based on analysis of empirical evidence related to the policy hypothesis. Required.
SOWK 5110 Introduction to Advanced Quantitative Research Methods (3 Credits)
This required doctoral course introduces students to quantitative approaches to conducting social research. The course includes material related to measurement, sampling, research design, data collection, and data analysis. While each of these topics encompasses technical issues to be mastered by doctoral students, the logic and underlying rationale of these research methods is of prime importance in this course. A second component of the course requires students to define and begin to develop a substantive area of intended study and research during their enrollment in the doctoral program. Elements of articulating a substantive research area and steps toward defining key research questions in a topical area are reviewed. Aspects of conducting literature reviews leading to the articulation of a substantive research area are discussed in class sessions.

SOWK 5111 Quantitative Methods for Assessing Social Interventions (3 Credits)
Social work researchers are in a unique position to contribute to knowledge about the causes of individual and societal problems and to test interventions that seek to prevent or ameliorate such problems. A variety of qualitative and quantitative research methods are used to advance knowledge about etiological factors contributing to individual and social problems and to assess the outcomes of specific social policies and practice strategies. This course presents a detailed examination of quantitative methods and designs that are useful in assessing the effects of social interventions. Measurement, sampling and design issues in generating and testing research questions and hypothesis are explored. Experimental, quasi-experimental, and survey research designs are assessed and applied to practice and policy issues and problems. Special emphasis is placed on developing skills necessary to conduct intervention research. Cognate students may be permitted on a case by case basis, space permitting.

SOWK 5120 Introduction to Advanced Qualitative Research Methods (3 Credits)
This course provides a substantive doctoral-level review of content on qualitative research methods and strategies. It is developed for students from social science disciplines. The content includes the nature of the method, the epistemological implications and assumptions, and appropriate applications. Student learning and evaluation includes the experience of developing a research proposal based on qualitative methodology and conducting data collection for a mini-research project. This class a prerequisite for SOWK 5121, Qualitative Data Analysis. This course is required for social work doctoral students. Students from other departments may register with permission from the professor.

SOWK 5121 Qualitative Data Analysis (3 Credits)
The focus of this course is on data analysis and interpretation, demonstration of the science of the analysis, and presentation of findings in oral and written forms. Students are expected to conduct qualitative analyses on textual data they collected as part of SOWK 5120 or as a result of some other qualitative data collection experience. Over the course of the term students learn to code and analyze their data, interpret findings, orally present those findings, and write a final paper in which they demonstrate a rigorous engagement with qualitative data analysis and the literature relevant to their topic. This course is for SOWK PhD students only. Cognate students may be permitted on a case by case basis, space permitting.

SOWK 5130 Mixed Methods Research in Social Work (3 Credits)
This course introduces doctoral students to mixed methods research in social work and the social sciences. Students explore mixed methods as a third research paradigm that strategically combines both quantitative and qualitative methods within a single inquiry. The course encourages students to actively reflect on previous quantitative and qualitative research training. Specific topics for the course include: history and language of mixed methods research; relevant paradigms and epistemological debates; mixed methods design and research questions; and analysis and dissemination consideration. SOWK PhD students only. Cognate Students will be allowed to register on a case by case basis, space permitting.

SOWK 5201 Statistical Methods (5 Credits)
Examines the use and interpretation of statistics in educational and human services research, including descriptive and inferential statistics. Required.

SOWK 5202 Correlation and Regression (4 Credits)
Examines correlational and multiple regression research designs and their application to social work and social science problems. This course is for SOWK PhD students only. Cross-listed with RMS 4911, SOWK 5952. Prerequisite: SWOK 5201.

SOWK 5203 Multivariate Analysis (5 Credits)
Provides a conceptual understanding of common multivariate statistical techniques as applied to research in social work and the social sciences. Prerequisite: SOWK 5201.

SOWK 5300 Social Science Theory and the Philosophy of Science (3 Credits)
This foundation doctoral level course introduces traditional issues and recent developments in the philosophy of science, and provides an overview of social science theory and theoretical frameworks. It examines philosophical questions on scientific inquiry and the consequences modern science imposes on our basic understanding of knowledge and nature. The course analyzes and critiques the social-and-behavioral-science foundations that undergird the social work knowledge base and current social work theories. There are no prerequisites for this course. This course is required to social work doctoral students.

SOWK 5301 Social Work Theory in Research and Practice (3 Credits)
This course builds on SOWK 5300, Philosophy of Science and Social Work Theory, to examine how theories, conceptual frameworks, perspectives, and models are used specifically within social work research, education, and practice. This course explores how theories are used in research and in social work interventions on individual, family, group, organizational, community, and policy levels. The course analyzes and critiques the social work knowledge base and the current state of social work theories. This course is required for social work doctoral students. Prerequisite: SOWK 5300.

SOWK 5401 Quantitative Research Methods (4 Credits)
Focuses on basic elements of quantitative social research methods: measurement, sampling, research designs, data collection and data analysis. Emphasizes logic and underlying rationale, as well as technical issues. Prior understanding of computer-based statistical analysis is helpful. Required.
SOWK 5403 Advanced Social Welfare Policy Analysis (3 Credits)
Applies analytical techniques to development of social welfare policy stressing the ability to formulate a policy hypothesis (i.e., a statement, in testable form, of a basic premise undergirding a policy position) and to reach conclusions based on analysis of empirical evidence related to the policy hypothesis. This course is for SOWK PhD students only.

SOWK 5405 Qualitative Data Analysis (4 Credits)
Provides an understanding of analysis methods used to draw meaning from qualitative data, methods that must be practical, applicable and understandable to other observers. Prepares students to use a systematic, scientific process of analysis that captures the meaning of data while avoiding research self-delusion and unreliable or invalid conclusions. Topics include data collection, data reduction, data display, and conclusion drawing and verification. Methods include application of computer software. Prerequisite: SOWK 5402. Required.

SOWK 5450 Social Work Knowledge Integration and Publication (3 Credits)
This required doctoral course introduces students to integrating knowledge for social work scholarship through the use of tolls that support academic argumentation and exposition. It provides students with the skills, expertise, and readiness necessary to compose a number of scholarly documents, including academic publications and the dissertation proposal. The course focuses on the preparation and writing of the comprehensive examination proposal as an example of such documents. The major product of the class is a paper designed to meet the requirements of the comprehensive examination proposal. Advisors and mentors participate in class presentations and critiques as a part of preparing the student for their ongoing scholarship.

SOWK 5500 Pedagogy in Social Work Education (3 Credits)
This foundation course examines philosophies, theories, and pedagogical models that are utilized in social work education. It explores how various perspectives shape the approaches and techniques used and how these in turn impact classroom effectiveness and issues of classroom management. The course incorporates concepts and develops skills based on evidence-based teaching. This course is a required course for social work students and has no prerequisite. This course is for SOWK PhD students only.

SOWK 5700 Teaching Practicum (3 Credits)
This 3-hour required course provides classroom instruction and teaching opportunities designed to prepare doctoral students for faculty positions in undergraduate and graduate level social work education. Students work with a faculty mentor to pursue practicum placements that match their substantive interests. Students are expected to devote approximately 8 hours to the practicum per week. Restricted to Ph.D. students only.

SOWK 5930 Multivariate Analysis (5 Credits)
Examines correlation and multiple regression research designs and their application to educational and social science problems. Cross listed with RMS 4913. Prerequisite: SOWK 5930.

SOWK 5952 Correlation and Regression (4 Credits)
Examines correlation and multiple regression research designs and their application to educational and social science problems. Cross listed with RMS 4911. Prerequisite: SOWK 5930. Required.

SOWK 5990 Special Topics (1-3 Credits)
This special topics course provides students with the opportunity to learn content appropriate to graduate social work education that is not currently incorporated into the standard PhD curriculum. Given the ever-changing nature of social work practice, theory, and research, topics of importance emerge each year which have particular relevance for a period of time or may be new emergent topics that will have relevance for the future of the discipline of social work. As such, this course provides a mechanism through which courses may be offered on a one-time basis. Topics may be related to advanced social work theory, pedagogy, or research. Topics vary from term to term and may be initiated by program administrators, faculty, or by student interest.

SOWK 5991 Independent Study (1-10 Credits)
This is an opportunity for students to undertake special study in a defined area of interest with faculty consultation.

SOWK 5995 Independent Research-Thesis (1-10 Credits)

SOWK 6991 Independent Study (1-10 Credits)
Students undertake special study in a defined area of interest with faculty consultation. By arrangement.

SOWK 6995 Dissertation Research (1-18 Credits)
The formal mechanism for undertaking the dissertation, providing for faculty support through the appointment of a dissertation committee. By arrangement.

### Graduate Tax Program

The Graduate Tax Program was created at the University of Denver in 1975 in response to the demand for trained tax specialists in both the legal and accounting professions. Initially an evening program catering to the needs of practicing attorneys and accountants employed in the Denver area, it has evolved into one of the few such programs to offer a curriculum designed for both the full- and part-time student. The Graduate Tax Program also offers its degrees in an online format for working professionals who live more than 50 miles from Denver. The Program, accredited by the Association to Advance Collegiate Schools of Business (AACSB) and offered subject to acquiescence by the American Bar Association, is offered to highly qualified students who are graduates in law, accounting, or business.
The Graduate Tax Program prepares students for entry into professional tax practice in both the public and private sectors. Through the interdisciplinary nature of the program, the law graduate learns the accounting aspects of tax practice, and the accounting graduate acquires a thorough understanding of the legal process.

Graduate Tax Program

Office: Ricketson Law Building, 2255 E. Evans Ave. Ste 390, Denver, CO 80208
Phone: 303-871-6239
Email: gtp@du.edu
Web Site: http://www.du.edu/tax

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Graduates of accredited law schools successfully completing the Program receive the degree LL.M. in Taxation. All other candidates receive the degree Master of Taxation (M.T.). Both degrees are awarded upon the joint recommendation of the faculties of the Sturm College of Law and Daniels College of Business. To be competitive in the marketplace, non-lawyers should plan to earn the CPA designation. A dual degree program is also available, where a University of Denver law student may pursue the J.D. and LL.M. in taxation concurrently.

The educational standards of the Program are rigorous; students are expected to be prepared for class each day, and grading is usually based on one final examination. The environment, however, is one of cooperation rather than competition, and the teaching attitude is both helpful and challenging. The Program is dedicated to the pursuit of superior professional competence, and students with similar aspirations find their studies in the Graduate Tax Program entirely rewarding.

Master of Laws in Taxation

- Complete application.
- $65 Application Fee.
- A J.D. or its equivalent from a college of law approved by the American Bar Association. Official transcripts must be sent directly from each college or university attended.
- LSAT score sent from the law school (photocopy of the first page of the LSDAS report, or in a letter from the law school Registrar. The LSAT is not required for graduates of non-U.S. law schools.
- Students whose native language is not English and who have not received a degree from a U.S. institution must either submit a Test of English as a Foreign Language (TOEFL) score of at least 550 (80 internet based), IELTS score of 6.0, or successfully complete the Graduate Preparation Program at the University of Denver English Language Center.
- A resume and personal statement must be submitted to show an applicant's background and interest in taxation. Letters of recommendation are also welcome, but not required.

Master of Taxation

- Complete application.
- $65 Application Fee.
- A baccalaureate degree in accounting or business from an accredited university. Official transcripts must be sent directly from each college or university attended.
- Official GMAT score report sent directly to us from GMAC. Use GMAT code number MZR-GT-68 or select University of Denver/Daniels College of Business/Graduate Tax Program from the pull-down menus on GMAC.com. The GMAT may be waived if the applicant has previously earned a master's degree from an accredited U.S. institution.
- Students whose native language is not English and who have not received a degree from a U.S. institution must either submit a Test of English as a Foreign Language (TOEFL) score of at least 550 (80 internet based), IELTS score of 6.0, or successfully complete the Graduate Preparation Program at the University of Denver English Language Center.
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### Master of Laws in Taxation

#### Degree Requirements

**Core coursework requirements:**

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**Elective Courses**

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<td>TAX 4991</td>
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<tr>
<td>TAX 4315</td>
<td>Low Income Taxpayer Clinic (2 quarter hours; may take 4 quarter hours total)</td>
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**Total Credits**

45

### Master of Taxation

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<td>Independent Study (requires professor approval)</td>
</tr>
<tr>
<td>TAX 4315</td>
<td>Low Income Taxpayer Clinic (2 quarter hours; may take 4 quarter hours total)</td>
</tr>
</tbody>
</table>

**Total Credits**

45
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>TAX 4430</td>
<td>Exempt Organizations (3 quarter hours)</td>
</tr>
<tr>
<td>TAX 4220</td>
<td>Fiduciary Income Taxation (4 quarter hours)</td>
</tr>
<tr>
<td>TAX 4420</td>
<td>International Taxation (4 quarter hours)</td>
</tr>
<tr>
<td>TAX 4120</td>
<td>Qualified Pension and Profit Sharing Plans (4 quarter hours)</td>
</tr>
<tr>
<td>TAX 4600</td>
<td>Seminar: Selected Topics (2-4 quarter hours; topics vary)</td>
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<tr>
<td>TAX 4490</td>
<td>State &amp; Local Taxation (2 quarter hours)</td>
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<tr>
<td>TAX 4240</td>
<td>Tax and Financial Planning (3 quarter hours)</td>
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<tr>
<td>TAX 4410</td>
<td>Taxation-Natural Resources (3 quarter hours)</td>
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</tbody>
</table>

**Total Credits**: 45

### Courses

**TAX 4010 Tax Principles, Research and Writing (2 Credits)**
Research sources, techniques, and practice; in-depth research of selected areas. Emphasis on argument and communication of conclusion; evaluation of legislative history and administrative authorities.

**TAX 4020 Individual Tax Problems (4 Credits)**
Using the Internal Revenue Code and the Federal Income Tax Regulations as a basis, substantive issues relating to individual taxation are covered. Areas are included are general concepts of gross income, individual employee benefits and deductions, charitable deductions, alternative minimum tax, deductibility and classes of interest, office in home and vacation homes, and a general overview of the interrelationships of various statutory and non-statutory principles. Cross listed with LAWS 4292.

**TAX 4100 Tax Accounting (4 Credits)**
Adoption of and change in accounting periods; income recognition and deduction allowance under the cash and accrual methods, including discussion of the time value of money; prepaid and contested income and expenses; income and deduction reversals; accounting method and practice changes; installment sales; long-term contractors; inventory accounting method and practice changes; installment sales; long-term contractors; inventory accounting, including LIFO and manufacturing's inventories and net operating losses; income tax allocation for financial reporting.

**TAX 4110 Property Transactions (4 Credits)**
Basis of property; expenditures and current expense comparison; depreciable status; amortization of intangible property; depreciation methods; property casualties and losses; profit or loss computation and characterization for taxable property dispositions; limitations on passive losses; lessor and lessee reporting; tax-deferred dispositions.

**TAX 4120 Qualified Pension and Profit Sharing Plans (4 Credits)**
An in-depth study of ERISA, labor departments rules, and Internal Revenue Code provisions relating to qualified deferred compensation. The course is geared toward an understanding of all the pension and profit sharing rules required for plan qualification, with emphasis on qualified plan planning for both incorporated and unincorporated forms of business.

**TAX 4200 Corporate Taxation I (4 Credits)**
The federal income taxation of corporations and their shareholders with emphasis on the creation of the corporation, establishment of its capital structure, operational alternatives, distributions to shareholders, stock dividends and redemptions, personal holding company, and accumulated earnings tax.

**TAX 4210 Estate & Gift Taxation (4 Credits)**
Taxation of gratuitous transfers under the federal estate and gift tax codes, including taxable inter vivos gifts, annual exclusion, gift-splitting, gift tax charitable deduction, gift tax on powers of appointed estate, estate tax on owned interests, property transferred inter vivos with retained interests and powers, property subject to powers of appointment or transferred in contemplation of death, jointly owned property, life insurance proceeds, annuities and employee death benefits, marital deduction, charitable deduction, estate tax credits, estate tax deductions, valuation problems.

**TAX 4220 Fiduciary Income Taxation (4 Credits)**
Federal income taxation of estates and trusts. Included is a discussion of the concept of an estate or trusts; trust accounting income for a simple and complex trust; calculation of taxable income, including special rules on the calculation of distributable net income, capital gains, personal exemptions, and charitable contributions; the separate share rule and trapping distributions; income in respect of a decedent's; the grantor trust rules under Section 671-678; and the calculation of the alternative minimum tax.

**TAX 4230 Estate Planning (3 Credits)**
Estate analysis, including fact gathering and the analysis of data; the psychological aspects of "role playing" in estate planning; the members of the team (the attorney, the CPA, the life underwriter, the trust officer); life insurance in an estate and business planning context; planning with trusts. including revocable, short-term, and irrevocable; the transfer of a closely held business interest from one generation to the next, including full and partial stock redemptions, cross purchase agreements, private annuity, installment sale, retirement, recapitalization, qualified and nonqualified plans of deferred compensation; special estate planning considerations for the professional corporation, the highly paid executive, and the farmer and rancher; specific cases analyzed. Prerequisite: TAX 4210.
TAX 4240 Tax and Financial Planning (3 Credits)
This is an introductory, integrated course focusing on personal financial planning. Topics covered include cash flow projections and budgeting, annual and multiple period income tax planning, an introduction to taxation of investments, an insurance and liability coverage insurance and liability coverage survey, retirement planning, and estate and succession planning.

TAX 4300 Corporate Taxation II (4 Credits)
A continuation of Corporate Taxation I with emphasis on corporate reorganizations, operation, liquidation of subsidiary corporations and corporate division, and carryover of tax attributes. Prerequisite: TAX 4200.

TAX 4310 Civil & Criminal Tax Procedure (4 Credits)
Statute of limitations on assessment/collection of deficiencies, definition of deficiency, restrictions on assessment and collection; statute of limitations on overpayments, claims and suits for refund, and limitations for criminal prosecutions; regulations and rulings--retroactive revocation; administrative settlements, closing agreements and compromises; civil penalties; tax return preparer penalties; civil litigation--injunctions, jurisdiction of Tax Court, District Court and Court of Claims, small claims procedure, authority to increase deficiencies, choice of forum; jeopardy assessments and termination of taxable years; criminal tax investigations--administrative summons, document production (taxpayer and third party), constitutional protections, common law privileges, strategies; professional responsibilities and ethics for the tax practitioner.

TAX 4315 Low Income Taxpayer Clinic (2-4 Credits)

TAX 4320 Partnership Taxation (4 Credits)
Tax treatment of partnership property in the hands of the partner; the conduit rule; problems associated with the formation, operation, and dissolution of the partnership; sales of the partnership interest; withdrawal and retirement of partners; basis adjustments, unrealized receivables, and substantially appreciated inventory.

TAX 4330 Corporate Taxation III (4 Credits)
Advanced corporate taxation problems with emphasis on collapsible corporations; liquidations; detailed study of sections 305, 306, 307; loss carryovers and Subchapter S corporations. Prerequisite: TAX 4300.

TAX 4410 Taxation-Natural Resources (3 Credits)
Tax problems encountered in the acquisition, operation, and disposition of natural resources properties; pre-production expenditures, depletion, depreciation, and ad valorem taxes; emphasis on overall tax planning for natural resource ventures.

TAX 4420 International Taxation (4 Credits)
Introduction to U.S. international taxation with an equal emphasis on inbound and outbound transaction. Resident and nonresident alien taxation, withholding taxes, effectively connected (business) income, foreign investment in U.S. real estate, tax treaties, branch taxes, earnings stripping, conduit financing rules, foreign personal holding companies, controlled foreign entities, foreign tax credit, foreign personal holding companies, controlled foreign corporations, passive foreign investment companies, export transactions, Subpart F manufacturing rules, outbound property transfers, and transfer pricing. Cross listed with LAWS 4344.

TAX 4430 Exempt Organizations (3 Credits)
The statutory exemption for "charities," social welfares and social clubs, homeowners' associations, fraternal orders, employee benefit organizations, mutual or cooperative companies, business and professional leagues, labor unions, exempt organizations, property title companies, federally organized or chartered organizations, and political organizations' activities, funds, and lobbying activities; prohibited transaction rules; the private foundation; the unrelated business and debt-financed income tax exposures; excise tax exemptions; administrative appeal and declaratory judgment procedures; anti-discrimination considerations; discrimination considerations; charitable contributions.

TAX 4470 Employment Tax (2 Credits)
Explore existing employment tax risks, recognize employment tax planning opportunities through appropriate compensation and entity structuring techniques, analyze proper worker classification, and highlight preventative techniques to avoid personal liability.

TAX 4490 State & Local Taxation (2 Credits)
Taxable incidents, privilege tax, discrimination, and multiple taxation under the Commerce Clause of the United States Constitution; taxation based on class legislation and Equal Protection Clause; nexus or jurisdictional due process allocation and apportionment formulas; business versus nonbusiness income; multi-state tax compact; unitary concept; residence definitions; nonresident income sources; tax credits and short-period returns for individual income tax payers; sales of tangible personal property; retail and wholesale sales; taxable and nontaxable leases; contractors rules, exemptions, and resale certificates under sales and use tax statutes; valuation techniques for real personal property; and administrative and judicial appeal of property tax valuations and assessments.

TAX 4500 Consolidated Returns (3 Credits)
Methods used by multiply related corporations to report income and losses; impact of corporate combination and separation; timing problems.

TAX 4600 Seminar: Selected Topics (2-4 Credits)
Recognition of tax problems and opportunities for a broad range of transactions encountered by individuals. Areas include family income splitting and other tax reduction and avoidance techniques; portfolio transactions, including short sales, puts and calls, and commodity futures; structuring agreements in contemplation of marriage or arising out of separation or divorce; personal insurance; charitable contributions; net operating losses; alternative minimum tax; various year-end planning techniques.
TAX 4980 Internship (0 Credits)
The Graduate Tax Program (GTP) encourages students to gain practical experience and to develop professional skills in the field of taxation. Internships are supervised by faculty who interact with the eligible student and the employer or organization that provides the internship. The internship should provide a new learning experience for the student intern and must be related to taxation. Satisfactory completion of the internship results in a passing grade for the internship. The GTP Director or a full time GTP faculty member may serve as Faculty Supervisor for GTP interns. Students must obtain approval from the GTP Director or a full-time GTP faculty member.

TAX 4991 Independent Study (1-5 Credits)
Opportunity to study and write in any area agreed upon between the student and a member of the faculty. The student is required to produce a written work of publishable quality to receive a final grade for the course. The 4- quarter-hour maximum may be applied toward graduation requirements with no more than 2 quarter hours in any one quarter.

DU-Illiff Joint PhD

Joint Doctoral Program in the Study of Religion

The PhD in the Study of Religion is a joint venture between the University of Denver and the Iliff School of Theology. With faculty from both schools equally available for coursework and mentoring, the Joint PhD combines the expansive opportunities of the University of Denver with the deep theological resources of the Iliff School of Theology. Coursework in all concentrations emphasizes cross-discipline research. Classes are taught by faculty from the University’s Graduate School of Professional Psychology, Social Work, Education and International Studies, Anthropology, English, Philosophy, and more. These degrees equip students to become scholar-teachers who are committed to addressing contemporary social and spiritual matters.

DU Iliff Joint Doctoral Program in the Study of Religion

Office: Iliff School of Theology I-408
Mail Code: 4842
Phone: 1-303-765-3136
Email: Jointphd@iliff.edu
Web Site: http://www.du.edu/duiliffjoint

Doctor of Philosophy in the Study of Religion with a Concentration in Biblical Interpretation

This research program focuses on Hebrew Bible and Early Christian (canonical and apocryphal) literature. Students in this concentration will have competence to teach undergraduate and graduate courses in the languages, literature, history, and religion of ancient Israel and early Christianity. In addition to teaching competencies, graduates will be prepared to conduct research and scholarship in biblical studies. Students may specialize in select areas of either Hebrew Bible or the New Testament and their cognate literatures.

Doctor of Philosophy in the Study of Religion with a Concentration in Religion and Psychological Studies

The Religion and Psychological Studies concentration has two emphases: (1) Religion and Behavioral Sciences, and (2) Pastoral Theology and Counseling.

The Religion and Behavioral Sciences track is designed to help persons explore the relationship of behavioral sciences, personality theory, and religion. Students in this track will be prepared to do research and teach in the fields of religion and psychological studies and psychology of religion. Graduates from this track would, therefore, be in a position to perform work for a research institute or to teach at the college, university, or seminary level in the general field of psychology of religion. Successful degree candidates will be conversant with other disciplines and methods of inquiry in religious studies.

The Pastoral Theology and Counseling track is designed to train persons critically and constructively to relate theological and psychological resources to clinical work, teaching, and research in the field of pastoral theology and counseling. The stipulations of this track are consistent with the membership requirements of the American Association of Pastoral Counselors. This track is not designed to prepare persons to meet the requirements for licensing as clinical psychologists, though many of the courses have been used as a partial basis for licensure in the State of Colorado as a Professional Counselor.

Doctor of Philosophy in the Study of Religion with a Concentration in Religion and Social Change

The concentration in Religion and Social Change is an interdisciplinary research program focusing on the relation of religions and societies. Religion functions sometimes to conserve values in the midst of change; sometimes to inhibit urgently needed change, and sometimes to empower and motivate qualitative change. The concentration provides a scholarly context for pursuing descriptive, analytic and constructive examination of these complex interrelationships between religions and societies. A commitment to explore the ways religious thought may contribute to responsible engagement with
contemporary societal and global challenges is a major dimension of this concentration. A critical aspect of this exploration is the systemic whole of globalization within which particular contexts and problems are located.

Academic disciplines especially germane to this interdisciplinary concentration are social sciences (e.g. sociology, anthropology, international studies); religious, intellectual and cultural histories; and critical reflection (ethics, philosophy, theology, cultural theory). An assumption of this program is that the interrelationships of religions and societies are most fruitfully understood through a combination of descriptive, historical and critical theories and methods.

Within this concentration, special resources are available in: Religion, Politics and Social Change in varied societal contexts (e.g. Europe, First Nation Peoples, Middle East, North America, South Asia, Southern Africa); Religious and Cultural Diversity in varied societal contexts (see above); Postcolonial Thought and Critiques of Globalization, Critical Theory Pertaining to Systemic Analysis American Indian Cultures and Religious Traditions, Human Rights, and Latina/o Studies.

Doctor of Philosophy in the Study of Religion with a Concentration in Theology, Philosophy & Cultural Theory

The Theology, Philosophy, and Cultural Theory concentration comprises four sub-fields:

- Theology
- Philosophy
- Comparative Studies
- Cultural Theory

Students concentrate in, and demonstrate extensive knowledge of, one of the four sub-fields, which will be regarded as the student’s specialty field. Students graduating from this concentration will have developed competency to teach at least one undergraduate course in each of the four sub-fields. They will also be prepared to do research, publish, and teach in their sub-field of specialization.

Joint PhD Program in The study of religion

Below are instructions for applying to the Joint PhD Program in the Study of Religion at the University of Denver and Iliff School of Theology. If you have any questions about the application process, please contact the DU Office of Graduate Studies.

Apply Online / Application Deadlines

- Applications (https://du-grad.edu.185r.net/application) for the DU/Iliff Joint PhD Program must be submitted online.
- All online materials must be submitted and all supplemental materials must be postmarked by January 1 for fall admission to the PhD program. Late applications will be considered but priority consideration for admission and program scholarships will be given to applicants who meet the deadline.
- A $65 non-refundable application fee is required for an application to be processed.
- A $300 non-refundable deposit is due upon acceptance of admission, which will be applied toward the first quarter of tuition upon matriculation.

Course and Degree Prerequisites and Requirements

- A completed master’s degree relevant to the student’s proposed area of study from a HLC accredited American university or a comparably accredited institution outside of the United States as approved by DU’s Office of International Admissions is required. In special cases, a student who is admitted with a master’s degree in a field other than Religious Studies or a closely related field may be required to take remedial coursework that would not count as part of the student’s program and would not be covered by departmental scholarship.
- A grade point average from all graduate work of no less than 3.0 (B) is required for admission into the program.

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed.
- The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
- Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early. Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.
- The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/ American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.
Graduate Record Examination

- GRE scores for the general test are required for all applicants. (Note: When reporting scores to the Joint PhD Program, please use institution code #4842 for the University of Denver.) Please allow at least 14 business days for your general test scores to be received. Entrance exam scores older than five years from the date of the application may not be acceptable for admission.

Language Proficiency

- Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual for complete English language proficiency requirements.

- Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

- Students wishing to apply for the Biblical Interpretation (BI) concentration must have demonstrated proficiency in both ancient Greek and ancient Hebrew equivalent to one-year of study at the time of application. Proficiency must be documented by a transcript from a regionally accredited institution or by examination by a qualified examiner approved by the BI faculty.

Personal Statement

- A statement of purpose outlining the professional and/or academic goals of the applicant and detailing the applicant’s interest and background in their chosen concentration is required. (Combined length is typically 3-5 pages.) Applicants are strongly encouraged to name specific faculty at DU and/or Iliff with whom they would like to work. The statement should be uploaded through the online application process.

Writing Sample

- A research paper or essay that represents the applicant’s best effort in an academic field of study directly related to the proposed field of study is required. (Length is typically 10-20 pages, not to exceed 25 pages.) The research paper should be uploaded and attached to the online application prior submission.

Recommendation Letters

- Three letters of recommendation are required from qualified persons, including graduate and/or undergraduate faculty familiar with the applicant’s academic work. Letter of recommendation requests are sent to your recommender via email within one business day of the submission of your online application. You will be asked to provide names and email addresses of individuals who will be writing your recommendations.

Financial Support

- To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.

- Information about financial aid can be found on the Office of Financial Aid (http://www.du.edu/financialaid) website. International students are not eligible for federal financial aid.

- The DU/Iiiff Joint PhD Program awards merit-based scholarships. Scholarship determinations are made at the time of admission. No separate application is needed.

Application Status

- We encourage you to be actively engaged in the admission process. You can check your application status online at https://webcentral.du.edu.

Mailing Address

- Mail official transcripts and any supplemental admission materials not submitted with the online application to:

  University of Denver
  Office of Graduate Studies
  Mary Reed Building, Room 5
  2199 S. University Blvd.
  Denver, CO 80208-4802

International Applicants

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information. International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.
The Graduate Policy Manual provides complete details regarding admission requirements.

**Doctor of Philosophy in the Study of Religion with a Concentration in Biblical Interpretation**

**Degree requirements**

**Coursework requirements**

**Core coursework requirements**
- Complete all of the following courses:
  - THEO 6001/RLGS 4000: Theories and Methods in the Study of Religion
  - THEO 6002/RLGS 4010: Pedagogy and the Teaching of Religion
  - THEO 6003/RLGS 4090: Dissertation Proposal Seminar

**BI concentration requirements**
- Complete the following course:
  - THEO 6139: Methods for Interpreting Biblical Texts
- Complete 1 of the following courses:
  - or THEO 6146/RLGS 5111: Hebrew Bible Seminar: Language and Text
- Complete 1 of the following courses:
  - RLGS 4100: Hebrew Bible Backgrounds: Seminar in Ancient Israelite Religion
  - or THEO 6133: Jewish and Greco-Roman Non-Cannonical Texts

**Colloquium in Biblical Interpretation participation**
- 2-3 credits
- Students must participate in at least 1 Colloquium in Biblical Interpretation at least one during coursework phase of degree program.

**Dissertation research**
- 4-8 credits
- Complete at least 4 credits of dissertation research coursework. A maximum number of 8 credits may count towards degree.

**Additional coursework**
- 4-70 credits
- Complete additional coursework to reach the minimum number of credits required for the degree, including approved transfer credit.

**Total Credits**
- 90 credits

**Minimum number of credits required for degree: 90 credits**

**Non-coursework Requirements**
- Successful completion of 3 comprehensive examinations
- Demonstrated competence in a second language (other than English). Students may demonstrate competence by passing a language examination offered by DU's Center for World Languages and Cultures, or by passing a 2000-level language course with a "B" or better.
- Writing and successful defense of a dissertation

**Doctor of Philosophy in the Study of Religion with a Concentration in Religion and Psychological Studies**

**Degree requirements**

**Coursework requirements**

**Core coursework requirements**
- Complete all of the following courses:
  - THEO 6001/RLGS 4000: Theories and Methods in the Study of Religion
  - THEO 6002/RLGS 4010: Pedagogy and the Teaching of Religion
  - THEO 6003/RLGS 4090: Dissertation Proposal Seminar

**Colloquium in Religion and Psychological Studies participation**
- 2-4 credits
- Participate in the Colloquium in Religion and Psychological Studies at least 2 times during the coursework phase of their degree program, though students are encouraged to take it each year during the three years of coursework.

**Dissertation research**
- 4-8 credits
- Complete at least 4 credits of dissertation research coursework. A maximum of 8 credits of dissertation research will count towards degree.

**Additional coursework**
- 4-70 credits
- Complete additional coursework to reach the minimum number of credits required for the degree program.
Total Credits
90
Note: Students may be required to demonstrate proficiency in statistics. This requirement may be fulfilled by completing a DU statistics course approved by the student's advisor or by passing a written examination given by an approved examiner.

Minimum number of credits required for degree: 90 credits

Non-coursework Requirements
• Successful completion of 3 comprehensive examinations
• Demonstrated competence in a second language (other than English). Students may demonstrate competence by passing a language examination offered by DU's Center for World Languages and Cultures, or by passing a 2000-level language course with a "B" or better.
• Writing and successful defense of a dissertation

Doctor of Philosophy in the Study of Religion with a Concentration in Religion and Social Change

Degree requirements
Coursework requirements

Core coursework requirements
12

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<td>THEO 6003/RLGS 4090</td>
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RSC concentration requirements
8-9

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<tr>
<td>THEO 6305</td>
<td>Colloquium: Post-Colonial Discourse and Other Myths: A Theological Critique of Dominance</td>
</tr>
<tr>
<td>RLGS 5601</td>
<td>Ph.D. Colloquium: Religion &amp; Social Change</td>
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Dissertation research
4-8

Complete at least 4 credits of dissertation research coursework. A maximum of 8 credits will count towards the degree.

Additional coursework
4-70

Complete additional coursework to reach the minimum number of credits required for the degree.

Total Credits
90
Note: Students may be required to demonstrate proficiency in statistics. This requirement may be fulfilled by completing a DU statistics course approved by the student's advisor or by passing a written examination given by an approved examiner.

Minimum number of credits required for degree: 90 credits

Non-coursework requirements
• Successful completion of 3 comprehensive examinations
• Demonstrated competence in a second language (other than English). Students may demonstrate competence by passing a language examination offered by DU's Center for World Languages and Cultures, or by passing a 2000-level language course with a "B" or better.
• Writing and successful defense of a dissertation

Doctor of Philosophy in the Study of Religion with a Concentration in Theology, Philosophy & Cultural Theory

Degree requirements
Coursework requirements

Core coursework requirements
12

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Colloquium in Theory, Philosophy, and Cultural Theory participation
2-4

Participate in at least two of these colloquia during the coursework phase of the program. Normally, a colloquium in at least one subfield will be offered each year on a rotating basis. Students must petition the Director for exceptions to the colloquium requirement. Petitions for exceptions must have the support of the student's Advisory Committee and must be accompanied by a separate supporting statement from the chair of the Advisory Committee. Students and advisors will be notified of the Director's decision.

Dissertation research
4-8
Complete at least 4 credits in dissertation research coursework. A maximum of 8 credits will count towards the degree.

**Additional coursework**

Complete additional coursework to reach a minimum number of credits required for the degree.

**Total Credits**

<table>
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<tr>
<th>Minimum number of credits required for degree: 90 credits</th>
</tr>
</thead>
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**Non-coursework requirements**

- Successful completion of 3 comprehensive examinations
- Demonstrated competence in a second language (other than English). Students may demonstrate competence by passing a language examination offered by DU's Center for World Languages and Cultures, or by passing a 2000-level language course with a "B" or better.
- Writing and successful defense of a dissertation

**Courses**

- **THEO 4001 Hebrew Bible: Poetry of Bible (4 Credits)**
- **THEO 4002 Social Change Struggles: Contemporary & Historical Perspectives (2,4 Credits)**
  An umbrella designation for a number of courses, each investigating particular issues related to justice, peace and social change contexts. Recent offerings include Community Organizing, Disrupting Privilege, Issues of the Global Economy, Conflict Transformation and Pine Ridge and Colonial Residue. May be repeated for credit.
- **THEO 4005 Hebrew Reading (3.5 Credits)**
- **THEO 4006 Introduction to Theological Research (2 Credits)**
- **THEO 4012 Process Theology (4 Credits)**
- **THEO 4014 Christianity - Reformation (4 Credits)**
- **THEO 4019 Hebrew I (4 Credits)**
- **THEO 4020 Hebrew II (4 Credits)**
- **THEO 4021 Greek Reading (2 Credits)**
- **THEO 4022 Hebrew Bible Exegesis (4 Credits)**
- **THEO 4028 Ethical Praxis (2 Credits)**
- **THEO 4030 Comparative Philosophy of Religion (3 Credits)**
- **THEO 4032 Process Theology an Option (2 Credits)**
- **THEO 4034 Christianity in Antiquity (to 600 C.E.) (4 Credits)**
- **THEO 4035 Visions of a New Society (4 Credits)**
- **THEO 4037 Holy Spirit: History and Traditions (2 Credits)**
- **THEO 4041 Clinical Pastoral Education (4 Credits)**
- **THEO 4043 Theology and Human Sexuality (4 Credits)**
  A critical survey of both historical and prevailing concepts of human sexualities in various religious, cultural, and theological traditions. An examination of the phenomenology of sexuality in relation to issues of power, identity, as well as in relation to the politics of sexual difference.
- **THEO 4044 Ministry and Human Sexuality (4 Credits)**
  Reflecting on narratives of sexual desire and intimacy, gender, sexual orientation and body image, this course compares theological and psychological ways of understanding sexuality.
- **THEO 4045 Pilgrimage in Comparative Perspective (4 Credits)**
  A comparative study that examines the dynamics of pilgrimage from a number of different angles--theoretical, doctrinal, ritual, social--and which utilizes a variety of sources (including classical, ethnographic studies of actual pilgrimages) and focused studies of particular pilgrimage places.
- **THEO 4046 Theological Imagination & Construction I (4 Credits)**
  This course (a) introduces students to the main movements in Christian theology since the late nineteenth century and their particular historical foundations; (b) introduces students to the tasks of Christian theology; its varying criteria, methods and substantive proposals on what it has often taken to be the fundamental human questions; (c) and enables students to develop a systematic statement of their own theological perspective, with attention to: (1) its clarity, coherence and capacity to illuminate experience; (2) its relationship to the resources and limitations of a particular historical tradition and the interests of a particular social location; (3) its relationship to alternative Christian perspectives, especially those of a traditionally excluded peoples; and (4) its possible implications in terms of social and personal praxis.
THEO 4047 New Testament Introduction I (2 Credits)
An introduction to the literature of Christian origins that begins with a look at the context out of which the New Testament emerged, then turns to the earliest extant texts, Paul’s letters.

THEO 4048 Theological Imagination & Construction II (4 Credits)
This course (a) introduces students to the main movements in Christian theology since the late nineteenth century and their particular historical foundations; (b) introduces students to the tasks of Christian theology: its varying criteria, methods and substantive proposals on what it has often taken to be the fundamental human questions; (c) and enables students to develop a systematic statement of their own theological perspective, with attention to: (1) its clarity, coherence and capacity to illuminate experience; (2) its relationship to the resources and limitations of a particular historical tradition and the interests of a particular social location; (3) its relationship to alternative Christian perspectives, especially those of a traditionally excluded peoples; and (4) its possible implications in terms of social and personal praxis.

THEO 4124 New Testament Literature: Romans (4 Credits)

THEO 4125 Systematic Theology I (4 Credits)

THEO 4126 Systematic Theology II (4 Credits)

THEO 4127 Pastoral Care of Families (4 Credits)

THEO 4128 Theology and Culture (4 Credits)

THEO 4129 Women in American Religious History (4 Credits)

THEO 4130 Social Ethical Issues (4 Credits)

THEO 4151 Sacred Space and Place in Comparative Perspective (4 Credits)
This course examines sacred spaces and sacred places from a comparative perspective. Through close reading and discussion of primary and secondary sources, students are challenged to think critically and theoretically about sacred spaces and places. Cross listed with THEO 6151.

THEO 4198 Social Change Praxis Seminar (4 Credits)

THEO 4199 Social Change Praxis Seminar (4 Credits)

THEO 4200 Social Change Praxis Seminar (4 Credits)

THEO 4202 Post-Traumatic Stress Disorder: Pastoral, Psychological, and Theological Responses (4 Credits)
Examines multicultural issues in pastoral care and counseling and explores the dynamics and complexities of culture, race and other socializing factors in pastoral care conversations.

THEO 4203 Ministry in Cultural Context (1-4 Credits)

THEO 4224 United Methodist History and Sources of United Methodist Doctrine (4 Credits)
English Methodism to the death of John Wesley; the United Methodist tradition in North America; racial and ethnic diversity and the role of women in United Methodism. This course meets the disciplinary requirements for ordination. Offered each year online and residential.

THEO 4225 Ministry Praxis Seminar (1 Credit)
Ministry Praxis Seminars are one credit hour weekend courses offered quarterly that focus on specific aspects of the practice of ministry with attention given to the integration of theory and practice. Topics vary and may include issues such as life cycle rituals, budgeting and finance, ministry in particular settings. The course may be repeated for credit.

THEO 4301 Doing Christian Ethic-Margins (4 Credits)

THEO 4304 Race, Gender, Class: Historical & Social Analysis of Racism in the Modern World (4 Credits)
An historical survey of the role of racism, sexism and classism in shaping the oppressive institutional structures of the existing world order and of how sociological analysis of these structures can help justice and peace activists direct effective action toward the elimination of race, gender and class oppression.

THEO 4305 Storytelling and Narrative Justice (4 Credits)
This course explores how justice might be defined, sought and made through the use of storytelling and narrative forms of various types: such as historical record, education, the autobiographical nature of resistance to oppression, socio-political commentary as story, narrative clarification of individual and community values, including preservation of culture, motivation for the work of justice, and the creation of community itself through story. The course includes storytelling perspectives such as oral history and tradition, narrative theory, auto/biography, and performance/theatre. Using multiple storytelling and narrative platforms, students will examine others’ stories and narratives of justice-seeking-and-making and create and examine their own.

THEO 4335 Contemporary Sociology of Religion (4 Credits)
Seminar in which the work of such sociologists as Berger, Bellah, Stark, Wuthnow, Warner and others will be examined and critiqued. Cross listed with THEO 6335.

THEO 4400 Liberation Tehologies (4 Credits)

THEO 4401 Theology Ethics Liberation Person (4 Credits)
THEO 4418 Second Century Life & Thought (4 Credits)
An attempt to understand Christian life and thought in the Roman Empire in the Second-century by analyzing primary.

THEO 4430 Religion in the Public Square (4 Credits)
What is the proper role of religion in the public debates necessary to healthy democracy? Some argue that religion in the public square threatens the fundamental democratic right, the freedom of conscience; others that only religion can inculcate the communal values that make democracy possible. This course examines the best and most prominent arguments in this contemporary debate.

THEO 4701 Topics in Theology (0-5 Credits)
THEO 4702 Topics in Theology (0-5 Credits)
THEO 4991 Independent Study (0-4 Credits)
THEO 5991 Independent Study (1-10 Credits)

THEO 6001 Theories and Methods in the Study of Religion (4 Credits)
This course begins with a brief overview of the history of the study of religion in the west, from antiquity to the modern period. When we reach the modern period, the course shifts to considering 'representative' theories of religion, broken down roughly along ideological and/or disciplinary lines.

THEO 6002 Pedagogy and the Teaching of Religion (4 Credits)
This course looks at pedagogical methods as they relate to the teaching of religion. Students design syllabi and materials appropriate for the teaching of religion in at least two different contexts. In addition, the course covers theoretical issues related to the teaching and learning process.

THEO 6003 Dissertation Proposal Seminar (4 Credits)
This seminar focuses upon the range of research topics and methods in religious and theological studies by examining dissertations and dissertation proposals related to the Joint Ph.D. Program at Iliff and the University of Denver. Bibliographic and research methods and matters of style and format receives particular emphasis. Students present their own dissertation proposals for discussion.

THEO 6090 Professional Development (0 Credits)
This course provides the "nuts and bolts" on not only surviving, but also thriving within the academy. Assuming that the student's goal is an eventual tenure-track position, the course demystifies the PhD route so that the student, through a working knowledge of the academy, can better position her/himself to succeed. Besides providing professional development, the course attempts to raise the level of involvement of PhD candidates in the profession, from presenting papers to publishing articles.

THEO 6100 Religious Identity in Antiquity (4 Credits)
An exploration of the way individuals and communities understood their religious beliefs and behaviors during the Hellenistic and Roman periods. The focus is on varieties of Jews and Christians (including how they formed their identities in relation to each other), but consideration is also given to the Greco-Roman religious context.

THEO 6101 Studies in Early Christianity (4 Credits)
A critical study of themes and selected movements within early Christianity and other religions of the Greco-Roman world. May be repeated for credit.

THEO 6102 Women in Early Christianity (4 Credits)
An exploration of the role women played in early Christianity, with attention given to the social and literary constructions of women in Greco-Roman antiquity.

THEO 6103 Hebrew Bible Literature: Genesis (4 Credits)
Interpretation of selected Hebrew Bible literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6104 Hebrew Bible Lit-Job (4 Credits)
Interpretation of selected Hebrew Bible literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6105 Hebrew Bible Literature: Psalms (4 Credits)
Interpretation of selected Hebrew Bible literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6106 Hebrew Bible Literature: Prophetic Literature (4 Credits)
Interpretation of selected Hebrew Bible literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6107 Hebrew Bible Literature: Writings (4 Credits)
Interpretation of selected Hebrew Bible literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6108 Hebrew Bible Literature: Isaiah (4 Credits)
Interpretation of selected Hebrew Bible literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6109 Hebrew Bible Literature: Ruth and Esther (4 Credits)
Interpretation of selected Hebrew Bible literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6110 Hebrew Bible Literature: Jeremiah (4 Credits)
Interpretation of selected Hebrew Bible literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6111 Hebrew Bible Literature: Jonah (4 Credits)
Interpretation of selected Hebrew Bible literature. Each course focuses on a book or selected topic. Different courses are offered each year.
THEO 6112 Hebrew Bible Literature-Poetry of the Bible (4 Credits)
Interpretation of selected Hebrew Bible literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6113 Hebrew Bible Literature: I Samuel (4 Credits)
Interpretation of selected Hebrew Bible literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6114 Hebrew Bible Literature: Judges (4 Credits)
Interpretation of selected Hebrew Bible literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6115 Hebrew Bible Literature: Exodus (4 Credits)
Interpretation of selected Hebrew Bible literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6116 Hebrew Bible Literature: Wisdom Literature (4 Credits)
Interpretation of selected Hebrew Bible literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6117 New Testament Literature: Synoptic Gospels (4 Credits)
Interpretation of selected New Testament literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6118 New Testament Literature: Parables (4 Credits)
Interpretation of selected New Testament literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6119 New Testament Literature: Matthew (4 Credits)
Interpretation of selected New Testament literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6120 New Testament Literature: Mark (4 Credits)
Interpretation of selected New Testament literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6121 New Testament Lit-Luke (4 Credits)
Interpretation of selected New Testament literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6122 New Testament Lit-John (4 Credits)
Interpretation of selected New Testament literature. Each course focuses on a book or selected topic. Different courses are offered each year.

Interpretation of selected New Testament literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6124 New Testament Literature: Romans (4 Credits)
Interpretation of selected New Testament literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6125 New Testament Literature: Corinthians (4 Credits)
Interpretation of selected New Testament literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6126 New Testament Literature: Galatians (4 Credits)
Interpretation of selected New Testament literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6127 New Testament Literature: Ephesians and Colossians (4 Credits)
Interpretation of selected New Testament literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6128 New Testament Literature: Revelation (4 Credits)
Interpretation of selected New Testament literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6129 New Testament Literature: Hebrews (4 Credits)
Interpretation of selected New Testament literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6130 Biblical Theology (4 Credits)
Each quarter the course is offered it deals with a selected issue, e.g., Old Testament theology, Christology, Jesus the hero.

THEO 6131 Ancient Scriptural Interpretation (4 Credits)
An exploration of the way ancient Christian and Jewish texts interpret and adapt older scriptural texts. The focus is on both the dynamism of biblical themes and stories and the enduring nature of specific threads of biblical tradition.

THEO 6132 Deutero-and Extra-Canonical Literature (4 Credits)
Interpretation of selected Deutero- and extra-canonical books.

THEO 6133 Jewish and Greco-Roman Non-Cannonical Texts (4 Credits)
This seminar examines Jewish and Hellenistic backgrounds; the social scientific study of early Christianity; and the New Testament in its literary environment.

THEO 6136 Feminist Interpretation of the Bible (4 Credits)
An exploration of feminist hermeneutics as it pertains to selected texts from the Hebrew Bible and the New Testament. Attention is given both to examining works of feminist interpretation and to the development of critical skills in reading biblical texts.

THEO 6137 Ph.D. Colloquium in Biblical Interpretation (2 Credits)
Discussion of selected topics in the field of biblical studies, e.g., northwest Semitic inscriptions, Hebrew poetry, Judges, Acts of Andrew, literature of rabbinic Judaism, American biblical studies. Also listed as RLGS 4119.
THEO 6138 Tutorials in Biblical Interpretation (4 Credits)
The faculty of the biblical interpretation concentration offer tutorials for students who make arrangements with the faculty. The course may be taken more than once. Topics may include: Conversion in the Ancient World Dead Sea Scrolls Gnosticism Sociology of Pauline Christianity Genesis Prophetic Literature Narrative Analysis Psalms Paul and the Law Apocalyptic and the Apocalypse of John Theodicy Job.

THEO 6139 Methods for Interpreting Biblical Texts (4 Credits)
This seminar addresses critical study of biblical texts, the history of interpretations and hermeneutics.

THEO 6140 Teaching the Bible (4 Credits)
Designed to integrate faith development theory, biblical interpretation and confluent education. Education instructional models for the purpose of assisting students to develop professional self-understanding and functional skills as interpreters and teachers; experience in teaching adults in a local setting.

THEO 6141 Asceticism in the Ancient World and Early Christianity (4 Credits)
Critical study of the theories and practices of asceticism in early Christian literature. Special emphasis on the integration of modern critical theory and ancient texts. Advanced master's students may enroll with permission of the instructor.

THEO 6142 Greek Reading (4 Credits)
Selected readings from the New Testament and other early Christian literature. Greek I, II and Exegesis are prerequisites. May be repeated for credit.

THEO 6143 New Testament Seminar: Language and Text (2-4 Credits)
This seminar focuses on advanced Greek grammar, reading and vocabulary building; textual criticism; and reference tools. May also be listed as RLGS 5113.

THEO 6144 Language Seminar (4 Credits)
Advanced work in biblical languages or a selected issue in a language study.

THEO 6145 Hebrew Reading (2 Credits)
Advanced work in biblical languages or a selected issue in a language study.

THEO 6146 Hebrew Bible Seminar: Language and Text (4 Credits)
This seminar focuses on the Biblia Hebraica Stuttgartensia; Hebrew grammar and syntax; and text critical methodology. May also be listed as RLGS 5110.

THEO 6147 Greek Reading (2 Credits)

THEO 6148 Studies in Israelite Religion (4 Credits)
Critical study of the phenomenon of religion and selected movements within Israelite religion, e.g. survey of history of Israelite religion.

THEO 6149 Language Seminar (4 Credits)
Advanced work in biblical languages or a selected issue in a language study.

THEO 6150 Hebrew Bible Literature: Leviticus (4 Credits)
Interpretation of selected Hebrew Bible literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6151 Sacred Space and Place in Comparative Perspective (4 Credits)
This course examines sacred spaces and sacred places from a comparative perspective. Through close reading and discussion of primary and secondary sources, students are challenged to think critically and theoretically about sacred spaces and places. Cross listed with THEO 4151.

THEO 6152 Hebrew Bible Literature: Numbers (4 Credits)
Interpretation of selected Hebrew Bible literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6153 Hebrew Bible Literature: Deuteronomy (4 Credits)
Interpretation of selected Hebrew Bible literature. Each course focuses on a book or selected topic. Different courses are offered each year.

THEO 6200 Ph.D. Colloquium in Religion and Psychological Studies (1-4 Credits)
A review of contemporary developments in psychology and theology offered during the winter quarter each year for doctoral students in the religion and psychological studies concentration. Also listed as RLGS 5301.

THEO 6201 Seminar on Pastoral Psychology (1-4 Credits)
Topics will vary with needs and interests of students. May be repeated for grade.

THEO 6202 Theological Themes in Pastoral Care (4 Credits)
Theological bases of pastoral care. Contributions of contemporary pastoral care to doctrinal theology.

THEO 6204 Pastoral Theology (4 Credits)
This seminar explores the development of pastoral theology as an academic discipline in theological education and examines classical texts and contemporary problems. Special attention is given to the relation of pastoral care and counseling, the psychology of religion, and the classical theological disciplines.

THEO 6205 Pastoral Care of Families (4 Credits)
Examination of marriage and family from religious perspectives. Basic methods of marriage and family counseling for the parish minister.

THEO 6207 Feminism, Psychotherapy and Pastoral Theology (4 Credits)
The integration of feminism and psychotherapy into the framework of pastoral theology.
THEO 6208 Theology and Psychodynamics (4 Credits)
Seminar comparing theological and psychological interpretations of dynamics and issues in pastoral counseling and psychotherapy. Readings, case analyses and reaction and seminar papers.

THEO 6209 Theodicy and Tragedy (4 Credits)
Study of tragic and theological literature for pastoral care in tragic circumstances.

THEO 6217 Multi-Cultural Pastoral Care & Counseling (4 Credits)
Examines multicultural issues in pastoral care and counseling and explores the dynamics and complexities of culture, race and other socializing factors in pastoral care conversations.

THEO 6218 Care and Consultation with Congregations (4 Credits)
Assists congregations to become caring corporate communities and to enhance their organizational and institutional vitality.

THEO 6219 Research Religion-Behavioral Science (4 Credits)
A post-modern approach to cross-disciplinary quantitative and qualitative research in religious/theological studies and the social sciences.

THEO 6220 Practicum in Counseling (4 Credits)
Supervised counseling in a church-related context.

THEO 6221 Women and Religious Education (4 Credits)

THEO 6222 Global Experience and Pas (4 Credits)

THEO 6223 Bible Seminar: Methods and Issues (4 Credits)

THEO 6224 Religion and Jungian Psych (4 Credits)

THEO 6225 Imaginal Education (4 Credits)

THEO 6226 Third World Theologies-EATWOT (4 Credits)

THEO 6227 Vocation and Transitions: Work & Life Through Adulthood (4 Credits)
This course explores how people create meaningful lives across the multiple transitions of the adult lifespan. It uses the lens of work and vocation because work is often a significant source of identity, stress, and fragmentation. Theological themes and resources are used to examine vocation and transition, and methods are introduced for understanding and supporting others through life transitions. The course looks at creating and sustaining community and creating institutional contexts that sustain vocational fulfillment. The course is intended to provide pastors, leaders, caregivers, or teachers with resources for reflection on their vocations and for more effective ministry to adults facing vocational decisions.

THEO 6228 Process Theology and Pastoral Care (4 Credits)
This course creates a conversation between process theology and spiritual care. Utilizing an aesthetic approach, we develop a constructive framework of care from themes found in process theology.

THEO 6300 Social Ethical Issues (4 Credits)
Selected problems in social ethics.

THEO 6304 Race, Gender, Class: Historical & Social Analysis of Racism in the Modern World (4 Credits)
An historical survey of the role of racism, sexism and classism in shaping the oppressive institutional structures of the existing world order and of how sociological analysis of these structures can help justice and peace activists direct effective action toward the elimination of race, gender and class oppression.

THEO 6305 Colloquium: Post-Colonial Discourse and Other Myths: A Theological Critique of Dominance (4 Credits)
Selected topics in religion and social change, approached from the disciplines and perspectives of history, ethics, sociology, international studies and social transformation. Offered annually. Also listed as RLGS 5601.

THEO 6306 The Sociology of Contemporary Religious Movements (4 Credits)
Sociological inquiry into the origin, development, structure, and ideology of religious movements. The emergence and life cycle of contemporary groups, sects, and cults are explored in relation to theoretical perspectives on issues such as alienation recruitment, leadership and power, reform and tension with wider society.

THEO 6307 Research Methods in Sociology of Religion (4 Credits)
Critical examination of research classics in the field, with emphasis on particular problems of making religion the object of social scientific concerns. Applications of sociological method to students' research concerns.

THEO 6311 Religion and Movements of Social Change in America: Social Gospel (4 Credits)

THEO 6312 Issues in American Religious History (4 Credits)
A seminar dealing with selected issues such as religious diversity in American religious history, new directions in the study of American religious history, insiders and outsiders in American religious history etc.

THEO 6313 Women in American Religious History (4 Credits)
Exploration of the history of women's experience, changing images and roles, and leadership and participation in North American religious life from the seventeenth for the twentieth centuries.
THEO 6314 Feminist Theology (4 Credits)
Analysis of feminist theology with attention to methodological issues, the relation of contemporary feminist visions to historical material, the ideas of God/Goddess and the question of what it means to be female. Prerequisite: At least one introductory level theology course.

THEO 6315 Theology and Ethics from a Liberation Perspective (4 Credits)
Consideration of contemporary liberation movements with focus on feminist, black and Third World theologies. Special concern is with what the various perspectives of sex, race and class analysis suggest for one another and for theology and social ethics generally.

THEO 6317 Multicultural Issues in Theological Education (4 Credits)
A seminar especially designed for students of color. Particular issues or fields of study is chosen by the participants and are looked at critically within the context of communities of color. May be repeated for credit.

THEO 6318 Native American Religious Traditions (4 Credits)
A survey of the world views of Native American people, as these pertain to both inter-tribal beliefs and Native American ceremonial life, with an attempt to show how Native American practice proceeds from their world view.

THEO 6325 Muslins, Jews, and Christians in Medieval Spain (4 Credits)
This course offers students the opportunity to explore the Golden Age of cross-cultural encounters that occurred in Medieval Spain from the Muslim conquest in 711 to the fall of Granada and the expulsion of the Jews in 1492. By analyzing theological, polemical, and mystical writers of the period the course will provide students with a comprehensive overview of the historical and ecumenical dimensions of Jewish, Christian and Muslim coexistence known as La Convivencia.

THEO 6328 Classic Theorists in the Sociology of Religion (4 Credits)
A treatment of the thought of figures such as Durkheim, Weber, Troeltsch and Marx on the subject of religion and society.

THEO 6330 Muslims, Jews and Christians in Medieval Spain (4 Credits)
An exploration of the "Golden Age" of cross-cultural encounters that occurred in Medieval Spain from the Muslim conquest in 711 to the fall of Granada and the expulsion of Jews in 1492; an overview of the historical and ecumenical dimensions of Jewish, Christian, and Muslim coexistence known as "La Convivencia.

THEO 6332 Historiography (4 Credits)
This course surveys the various theories and methods developed by historians since the emergence of the historical profession from the roots of historicism and philosophy of history in the mid-1800s; and examine the relationship of history to theology, cultural theory and literary studies.

THEO 6333 Violence and Toleration in Medieval Europe (4 Credits)
This course surveys the various theories and methods developed by historians since the emergence of the historical profession from the roots of historicism and philosophy of history in the mid-1800s; and examine the relationship of history to theology, cultural theory and literary studies.

THEO 6334 Doing Christian Ethics (4 Credits)
Many of us have been taught religion through the eyes of white, middle-class males. How then do ethics from the perspective of the disenfranchised.

THEO 6335 Contemporary Sociology of Religion (4 Credits)
Seminar in which the work of such sociologists as Berger, Bellah, Stark, Wuthnow, Warner and others is examined and critiqued. Cross listed with THEO 4335.

THEO 6336 Classic Theorists in the Sociology of Religion (4 Credits)
A treatment of the thought of figures such as Durkheim, Weber, Troeltsch and Marx on the subject of religion and society.

THEO 6337 Liberal & Evangelical Protestantism in the U.S. (4 Credits)
A comparison of the liberal and evangelical Protestant traditions in the United States from 1875 to the present. Students read both scholarly analysis of these traditions and materials produced by leading voices in these traditions. Specific topics include race, gender, politics, science and post liberal/post conservative convergence.

THEO 6339 Indigenous Knowledge Science Religion (4 Credits)

THEO 6343 Implementing Social Ethics from Liberation Perspectives (4 Credits)
The purpose of this course is to explore the roots, development, and history of liberation ethical thought as it first manifested itself within a Latin American context then expanding to other continents and faith traditions.

THEO 6344 Sects, Cults & New Religions (4 Credits)

THEO 6345 Indigenous Knowledge (4 Credits)

THEO 6346 Paradigms for Ethical Action (4 Credits)

THEO 6347 History of Christian Ethics (4 Credits)

THEO 6348 Non-Viol/20th Century (4 Credits)

THEO 6349 Race and Religion in the United States (4 Credits)
An exploration of the different ways in which race is understood religiously in the United States and how race impacts both white and racial minority religious institutions. Specific topics include the black church, the Nation of Islam, Native American theology, the Christian far right, Asian American religions, Latino/a religions, and multiracial congregations.
THEO 6350 Women in Medieval Europe (4 Credits)
This class focuses on the role of medieval women, who struggled to find a voice in the political, religious, social and literary arenas of medieval Europe from about 1100 to 1600. Through primary and secondary source readings we look at everyday women's lives in this period. The class also includes the lives and careers of some of the most famous women writers and leaders of the period, such as Hildesgard of Bingen, Eleanor of Aquitaine, Marie de France, Margery Kempe, Julian of Norwich, Queen Isabel of Castile, Teresa of Ávila, and Queen Elizabeth I of England.

THEO 6351 Social Construction & Selfhood (4 Credits)
This course invites us into a collection of investigations into the intersections of social structures and individual identity or selfhood. While reading in a variety of disciplines and genres, we are drawn together around the questions of how one understands the possibilities for individual or communal agency in light of the formative, systemic power of social structures and institutions. Beyond conceptual understanding of this relationship, we ask questions of how to encourage coherent religious, educational, and other forms of practice in light of the realities of social construction. These reflections are particularly important for persons who are interested in social change and the very real barriers to its generation.

THEO 6352 Interreligious Dialogue: A Critical Analysis (4 Credits)
This course begins with a fundamental question that runs throughout the entire course: Is interreligious dialogue even possible? Can members of different religious groups genuinely meet as equals, or does one group always have the discursive upper hand? Is there a hidden agenda in such dialogue? More particularly, is it possible for Christians to dialogically engage with non-Christians without, either consciously or unconsciously, translating the religious language of the other into the religious language of the self? We will explore these and other questions, with the aim of developing an acceptable methodological and ideological position.

THEO 6353 Formative Figures in Christian Ethics: The 20th Century White Male Canon (4 Credits)
This course on formative white male figures in Christian Ethics examines the ethical canon from a historical perspective. Special attention is given to texts and traditions as living changing heritages.

THEO 6354 Making Peace with Justice: Resolving Indigenous Struggles in Post-Colonial Nations (3 Credits)
My work is involved in the broad realm of indigenous politics but I am not willing any longer to subscribe to the increasingly polemistic grievance politics I see now very unhelpfully dominating our public discourse. Two things arise - firstly, historically established indigenous struggles must be resolved fairly and urgently but they must be resolved in such a way that brings peace with justice to both indigenous peoples and those responsible for the original injustice. This course provides a case studies approach on the Australian example and from my own Maori context.

THEO 6355 Education and Social Change (4 Credits)
This course investigates the role of education in maintaining and transforming social structures, identity, and commitments. We examine how educational practices can contribute towards social change in both religious and public settings.

THEO 6356 Fannon, Foucault and Friends (4 Credits)
This course reads the primary sources of post colonialists (mainly Fanon) and postmodernists (mainly Foucault) to explore creating ethical approaches to globalized manifestations of race, class, and gender oppression. Special attention is given to the use of Christianity as a liberationist response to global structures of oppression in spite of its historic use in causing much of said oppression.

THEO 6357 Post Traumatic Stress Disorder: Pastoral Psychological and Theological Responses (4 Credits)
Students are paired with veterans and provide time-limited supervised spiritual care over the course of 8 weeks. Using a case study format, students review and reflect upon the spiritual care they are providing using theological and psychological perspectives.

THEO 6358 Liberating Sex (4 Credits)
The purpose of the course is to search the Christian Scriptures, in spite of its accusations of being patriarchal, to find biblically-based guidelines for developing an ethical sexual lifestyle that is aware of how racism, classism, and specifically sexism influences the current conversation on sexual ethics. This course focuses on developing healthy models that foster intimacy and vulnerability for a disjointed and at times oppressive community.

THEO 6359 Hispanic Ethics and Theology (4 Credits)
The primary sources of Latino/a theological and ethical thought are read to discover its foundational tenets. The course explores this contextual approach to religion to discover how it could serve to liberate the Latino/a community from prevalent oppressive social structures. Comparisons are made with Eurocentric ethics and theology.

THEO 6360 Religion and Film (4 Credits)
Can film elicit the holy? Does the story of Jacob and Esau look different when told by a north-American filmmaker? How does a Buddhist sensibility shape the form of Japanese films? Can we ask theological questions about secular films? In this course films are the primary texts, supplemented by readings, lecture and discussion. Students develop the film literacy and theological and theoretical acumen to explore these and other interactions between religion and film in cultural context. While there is no explicit prerequisite, background in film or literary criticism and/or theological or religious studies is helpful.

THEO 6361 Ethical Perspectives on War and Peace (4 Credits)
The aim of this course is to explore issues of war and peace-making from religious perspectives, employing a multi-disciplinary approach. To that end, the course is designed to have different Iliff School of Theology faculty approach the issue of war and peace from their specific area of expertise, allowing the student to wrestle with a comprehensive approach to this crucial issue.

THEO 6362 PTSD: Spiritual Care Practicum (4 Credits)
This clinically-oriented course teaches intercultural approaches to spiritual care with trauma survivors, focusing on their coping and meaning-making. We use qualitative interviews with survivors for research and training purposes.
THEO 6363 Jesus, John, and Social Change (2 Credits)
This course examines the presentation and theological message of Jesus in the Gospel of John. The portrayals of Jesus' leadership, inclusivity, and community have profound implications for contemporary contexts, especially as resources for effecting social change.

THEO 6364 English Reformatioins: Bede, Henry VIII, Wesley, Newman, and Postcolonialism (4 Credits)
This course argues that English Christianity has always been in the process of reformation. The Venerable Bede in his Ecclesiastical History of the English People documents this tendency in the early Middle Ages. Henry VIII's reforming turn, the reforms sought by John Wesley and by John Henry Newman continued the process. Current upheavals in the post-colonial era constitute a new chapter in a reformation still underway.

THEO 6365 Religion and Social Change Colloquium: Selected Topics (1-4 Credits)
This is a topics course for the Religion and Social Change concentration colloquia.

THEO 6400 Philosophy of Mysticism (4 Credits)
An overview of several mystical traditions leads to a discussion of key philosophical problems that include the possibility of a typology of mystical experiences, whether or not mystical experience is proof for religious claims, whether or not it is ineffable and whether or not all mystical experience is the same.

THEO 6401 Colloquium Religious Thought (4 Credits)
A seminar on selected topics in the philosophy of religion and theology. May also be listed as RLGS 4984.

THEO 6402 Colloquium in Comparative Study of Religion (4 Credits)
Critical analysis of the literature concerning (a) methods, (b) primary problems and (c) perspectives in the comparative study of religions. Examination of historical, anthropological, psychological and phenomenological approaches to the study of religions.

THEO 6403 Theology Religion and Science (4 Credits)
An examination of the nature of truth and method in religion and science, and an investigation of the impact/challenge presented by science to religion and vice-versa. The course seeks to create a dialogue between relevant topics in the sciences and traditional religious thought.

THEO 6404 Twentieth-Century American Theology (4 Credits)
Consideration of the developments in American theology in the twentieth century.

THEO 6405 Feminist Theology (4 Credits)
Analysis of feminist theology with attention to methodological issues, the relation of contemporary feminist visions to historical material, the ideas of God/ Goddess and the question of what means to be female. Prerequisite: at least one introductory theology course.

THEO 6406 Process Theology (4 Credits)
Introduction to process thought and its influence upon theological reflection. Readings of major process philosophers and theologians.

THEO 6407 Kierkegaard and Existential Theology (4 Credits)
Kierkegaard and the origins of existentialism; twentieth-century forms of existentialism and recent developments; the decline of neo-orthodoxy and resurgence of phenomenology.

THEO 6408 Schleiermacher and Liberal Theology (4 Credits)
Consideration of the theology of Friedrich Schleiermacher. Analysis of the philosophical and theological predecessors of Schleiermacher as well as the tradition of theological liberalism that followed him.

THEO 6410 Theology and Culture (4 Credits)
An examination of the ways in which artistic and aesthetic expressions reflect and initiate religious meanings, with particular attention to American theology, poetry and fiction.

THEO 6411 Religious and Theological Interpretations of America (4 Credits)
A critical examination of religious and implicitly theological interpretations of America from Puritanism to the present. Particular emphasis is contemporary period and to the divergence of interpretations of America.

THEO 6412 Theology and the Challenge of Postmodernism (4 Credits)
An examination of representative postmodern thinkers, how they have changed the context for theology, and how theology has responded to them.

THEO 6413 Historicism American Theology (4 Credits)
Traces the development of the modern historical consciousness as it has impacted the nature and self-understanding of theology, especially in North America.

THEO 6414 African Theology and Post-Colonial Discourse (4 Credits)
This course attempts to examine the relationship between the emergence of African Theology and the historical conditions which characterize Africa's encounter with the European/American will to power. The initial hypothesis to be tested is the claim that the will to power provides the locus classicus for formulating the identity of African theological reflection. This makes the latter a part of a much larger discourse on Africanty. The course takes the student through a close reading of basic texts produced by African theologians themselves. All the major issues characteristic of the discourse of African Theology is dealt with.

THEO 6415 Studies in Early Christianity (4 Credits)
A critical study of themes and selected movements within early Christianity and other religions of the Greco-Roman world. May be repeated for credit.
THEO 6416 Theology of the Ancient Church to 451 C.E. (4 Credits)
Development of early Christian doctrines to and including the fourth Ecumenical Council, major theologians such as Irenaeus, Tertullian, Clement, Origen, Ambrose, Augustine, Athanasius, the Cappadocians and fifth-century thinkers; and the most significant heretical questions of the period.

THEO 6417 Augustine and His Influence: 400 C.E. to 1000 C.E. (4 Credits)
Theological contribution of the great North African Bishop; his major writings, such as Confessions, City of God and The Trinity; and his anti-Pelagian, anti-Donatist, and anti-Manichaean writings.

THEO 6419 Studies in Popular Culture (2-4 Credits)
This course examines the cultural function of mass-market storytelling in television, film and print; looks at religious critiques and interpretations of the media and at religious broadcasting. The primary objective is to prepare the church for ministry in a modern mass-mediated culture in which popular culture serves a mythic-religious purpose.

THEO 6420 Narrative Approaches to the Religious Life (4 Credits)
An exploration of the role of narratives in the religious imagination of individuals and communities. Narrative approaches to scripture and theology are introduced and brought into dialogue with contemporary novels and films. The course focuses on a theme or culture each time it is offered. Narrative texts reflective of the theme is paired with and discussed in relation to critical/theoretical texts.

THEO 6421 16th-Century Spanish Mystics & Reformers (4 Credits)
Early modern Spain witnessed the emergence of Catholic and Protestant individuals whose timeless works and popular appeal in subsequent centuries rested largely upon the practice of contemplation in action. This course examines the works of such mystics and reformers as Teresa of Avila, John of the Cross, Ignatius of Loyola, Juan de Valdes, Constantino Ponce de la Fuente and others. It also explores the influence of Islam and Judaism on these sixteenth century religious movements, as well as modern Spain's subsequent rejection of this pluralistic legacy as it sought to define its new national identity.

THEO 6422 Buddhist Philosophy (4 Credits)

THEO 6423 Early Modern Theologies (4 Credits)
An examination of the emergence of the theological, philosophical, literary and scientific trends often designated as Early Modern (1400-1700), formative trends, which have become a neglected source of the modern consciousness typified by the European Enlightenment.

THEO 6425 16th-Century Spanish Mystics & Reformers (4 Credits)
Early modern Spain witnessed the emergence of Catholic and Protestant individuals whose timeless works and popular appeal in subsequent centuries rested largely upon the practice of contemplation in action. It also explores the influence of Islam and Judaism on sixteenth century religious movements as well as modern Spain's subsequent rejection of this pluralistic legacy as it sought to define its new national identity.

THEO 6426 Philosophy & Cultural Conflict (4 Credits)
Analysis of various contemporary and competing social philosophies in terms of their assumptions, values, operational procedures and ideological structures.

THEO 6427 Seminar Classical Philosophy (4 Credits)
One of the following topics: Platonism, Aristotelianism, Stoicism, or Neo-Platonism examining the basic philosophy and its development and influence on Western religious thought.

THEO 6428 Ritual Studies (4 Credits)
By reading some of the most important "classic" and recent theorists of ritual, and by learning to observe and understand ritual behavior, this class will examine the important role of ritual in defining religious groups, creating religious identity, forming religious beliefs, and structuring how we view the world. Prerequisite: Masters students need permission of instructor.

THEO 6429 Recent Trends in Religious Studies (4 Credits)
Recent Trends in Religious Studies is an advanced Ph.D. in Theory and method. The object is to understand and analyze the most recent works of importance that are rooted in theoretical traditions of religious studies and which are on the cutting edge of advancing the discipline. Prerequisite: Ph.D. seminar THEO 6001.

THEO 6430 Religion in the Public Squares (4 Credits)
What is the proper role of religion in the public debates necessary to healthy democracy? Some argue that religion in the public square threatens the fundamental democratic right the freedom of conscience; others that only religion can insulate the communal values that make democracy possible. This course examines the best and most prominent arguments in this contemporary debate.

THEO 6432 Buddhist Philosophy (4 Credits)
An introduction to the Buddhist philosophical tradition that covers both the different philosophical movements within Buddhism as schools of thoughts and major philosophical issues.

THEO 6433 Twentieth Century American Theology (4 Credits)
Consideration of the developments in American theology in the twentieth century.

THEO 6434 Feminist Theology (4 Credits)
Analysis of feminist theology with attention to methodological issues, the relation of contemporary feminist visions to historical material, the ideas of God/ Goddess and the question of what it means to be female.
Liberationist thought has been utilized to inform social movements. Liberationist thought as it first manifested itself within a Latin American context then expanding to other continents and faith traditions, and how that of liberation theology, dismissing its significance as a passing fad. The purpose of this course is to explore the roots, development, and history of to bring about social and political change since the mid-twentieth century. But with the state of the new millennium, many have proclaimed the death of liberationist thought has greatly impacted how social movements, and the theological and ethical perspective which inform them, has been implemented to the work of Christ, faith, eschatology ecclesiology, and sacraments. Either quarter may be taken independently.

THEO 6438 Systematic Theology II (4 Credits)
Systematics focuses on the importance of system in Christian theology, and on the development of students’ own systematic theology, through a reading of three prominent systematists, classical, modern, and contemporary. Quarter 1 - method, doctrine of God, sin, and Christology. Quarter 2 - the work of Christ, faith, eschatology ecclesiology, and sacraments. Either quarter may be taken independently.

THEO 6439 Studies in Popular Culture: Myth, Religion and Story (4 Credits)
This course examines the cultural function of mass-market storytelling in television, film and print and looks at religious critiques and interpretations of the media and at religious broadcasting.

THEO 6441 Contemporary Issues in United Methodism (2 Credits)
A seminar exploring contemporary issues facing the United Methodist Church.

THEO 6442 Process Philosophy (4 Credits)
Consideration of the basic ideas in the philosophy of Alfred North Whitehead and their significance for theology.

THEO 6444 Introduction to Coptic I (2 Credits)
The course is dedicated to introducing students to Coptic, the last phase of the Ancient Egyptian language and the only one to be recorded in an alphabetic script showing vowels. This portion of the process is designed to introduce the most frequent vocabulary as well as the acquisition of key skills for the understanding of the Coptic language and for the interpretation and understanding of Coptic texts.

THEO 6445 Introduction to Coptic II (2 Credits)
The course is dedicated to introducing students to Coptic, the last phase of the Ancient Egyptian language and the only one to be recorded in an alphabetic script showing vowels. This part of the module is designed to promote the acquisition of key skills for the understanding of the Coptic language and for the interpretation and understanding of Coptic texts. The last half of the class requires the student to demonstrate proficiency at reading Coptic.

THEO 6446 Coptic Readings (2 Credits)
Selected readings from Coptic texts drawn from ancient canonical and noncanonical sources, including discoveries at Nag Hammadi. It includes advanced vocabulary building and advanced grammatical and syntactical constructions. May be repeated for credit.

THEO 6447 Pilgrimage in Comparative Perspective (4 Credits)
A comparative course that examines the dynamics of pilgrimage from a number of different angles (theoretical, doctrinal, ritual, social) and which utilizes a variety of sources including classical, ethnographic studies of actual pilgrimages, and focused studies of particular pilgrimage places.

THEO 6448 Science & the Christian Right (4 Credits)
An examination of the American Christian Right's challenges to mainstream scientific theories and practices. Specific topics include Intelligent Design movement, reparative therapy of homosexuality, denial of human-driven climate change, and opposition to stem cell research.

THEO 6449 Being Human (1 Credit)
This course looks at the basic question: what does it mean to be human? Specifically, it is a conversation on theological anthropology. We approach the topic by examining contemporary views and also learn from positions from the Third World. If theology is concerned deeply with the incarnation of the Spirit, then that Spirit reveals itself in human culture, which is made up of collective and individual persons, who, in the U.S.A. context, are over-determined by race.

THEO 6450 Islam, Gender, and Sexuality (4 Credits)
This course examines issues surrounding gender and sexuality in Islam. Through a close reading of religious texts, critiques of patriarchy, and historical studies, students are challenged to think critically about the construction of gender roles and the regulation of sexual practices in Islam. By the conclusion of the class, students gain insight and understanding regarding the ways modernity has radically altered norms surrounding gender and sexual preference in Muslim-majority societies.

THEO 6451 Disability and Difference, Theological and Ethical Perspectives (2 Credits)
An examination of disability theology, its relationship to other liberation theologies, and the complex theological and philosophical issues raised by the vantage point of disability. This course introduces students to the discourse of disability studies and examines and evaluates a variety of theological and ethical structures based on this lens. The course also provides students with the tools to reflect theologically and ethically on the diversity of human embodiment (including, but not limited to, experiences of disability), which helps prepare them to thoughtfully live out these understandings in ministry or other leadership settings.

THEO 6452 Social Movements from Liberationist Perspectives (4 Credits)
Liberationist thought has greatly impacted how social movements, and the theological and ethical perspective which inform them, has been implemented to bring about social and political change since the mid-twentieth century. But with the state of the new millennium, many have proclaimed the death of liberation theology, dismissing its significance as a passing fad. The purpose of this course is to explore the roots, development, and history of liberationist thought as it first manifested itself within a Latin American context then expanding to other continents and faith traditions, and how that thought has been utilized to inform social movements.
THEO 6453 Social Change and Critical Security (4 Credits)
As an emerging field of international relations, critical security studies challenges conventional foreign relations doctrines and policies to envision a global community that moves beyond the orthodoxies of nation-state politics and embodies ideals of justice, peace, and human flourishing. This course examines current threats to global security and the ways in which a critical approach to security analysis can provide new insights and tools for social movements, religious communities, and other civil society actors to achieve a more just and fair global commons.

THEO 6454 Social Justice in Global Contexts (2 Credits)
This course is a 15 day immersion trip to Zimbabwe and South Africa. The course is designed to provide participants with first-hand exposure to social justice issues in the context of Southern Africa and undertake site visits to areas of concentrated poverty, selected development projects, HIV/AIDS clinics, orphanages and youth and women's self-help projects.

THEO 6455 Abrahamic Traditions: Issues in Social Justice (4 Credits)
Abrahamic traditions have yielded complex religious responses to oppression and social injustice. This course examines some of those responses in relationship to governance, economics, war, health, and sexuality through the lenses of Judaism, Christianity, and Islam.

THEO 6456 History of Heresy (4 Credits)
While the term heresy has a particular Christian connotation, the history of the term tells a far more complex story. This course investigates the development of the Christian discourse or language of heresy in the ancient world. With particular attention to its Jewish and Greek antecedents, students discover just how Christians transformed a neutral, descriptive term, which mean “choice,” into a pejorative, proscribed title of error and falsity. Students come to see the Christian authors consciously and carefully gendered, Judaized, Hellenized, and radicalized heresy and the heretics. Students read a range of primary and secondary sources, which reveal this process of creating a Christian taxonomy of heresy.

THEO 6457 Ethics of Neoliberalism and Globalization (4 Credits)
People of faith have responded to the triumph of the free market economy around the world in a variety of ways. To some, “neoliberalism” seems to hold the key to sustained economic growth worldwide and, eventually, to nothing less than the eradication of poverty itself. To others, it represents the unleashing of corporate greed on a scale previously unknown, with momentous and often disastrous consequences for the working poor, the economically marginalized, and the environment. Does the new global economy signify the lifting of all boats or the race to the bottom? Does it further Christian ethical values, or subvert them?

THEO 6458 Theories in Religion and Media (4 Credits)
Theories of Religion and Media: Intended for doctoral or MA students, and for other Masters students with some background in media and/or interest in the critical theory that underlies the emerging conversation about media, religion and culture, this course explores the mediation of religion both in contemporary digital culture and as an inherent fact in the history of religion. Students will be introduced to the discourses at the interface of communications, cultural and religious studies and carry out independent research.

THEO 6459 The Pursuit of Happiness: A Hitstory (4 Credits)
This course provides a historical examination of key concepts, major questions, and practices about humanity's search for happiness from the Hellenistic-Roman period of Antiquity through the Early Christian and Medieval periods. The content centers on the role of Classical moral philosophy and Christian theology in the formulation of eudemonic theories about the problem of happiness in relation to metaphysical and religious influences as well as to socio-cultural, political, and institutional norms and practices that shaped Christian notions of human purpose and potential. The legacies of these ancient ideas on the development of modern assumptions about happiness and human flourishing are also discussed towards the end of the course.

THEO 6460 Being Human in the Modern World (4 Credits)
What does it mean to be human? After a brief survey of traditional Christian answers to this question, we focus on the theological anthropology that has become the de facto theory of human nature since the emergence of the modern western world in the early 19th century. Theological anthropology can be the driver of other doctrines in a systematic theology; it also underpins work not necessarily seen as theological, such as ethics, development, and human rights. A rich understanding of this anthropology is necessary for theological reflection in our current context.

THEO 6701 Topics in Theological and Religious Studies (0-4 Credits)
THEO 6702 Topics in Theological and Religious Studies (0-4 Credits)
THEO 6703 Topics in Theological and Religious Studies (0-4 Credits)
THEO 6704 Topics in Theological and Religious Studies (0-4 Credits)
THEO 6705 Topics in Theological and Religious Studies (0-4 Credits)
THEO 6980 Internship (1-10 Credits)
THEO 6990 Comprehensive Exams (0-4 Credits)
THEO 6991 Independent Study (0-10 Credits)
Also listed as RLGS 4991.
THEO 6992 Directed Study (1-5 Credits)
THEO 6994 Dissertation Research Proposal (0-4 Credits)
THEO 6995 Dissertation Research (0-10 Credits)
Also listed as RLGS 4995.
Josef Korbel School of International Studies

The Josef Korbel School of International Studies is one of the world's leading schools for the study of international relations. Our interdisciplinary programs prepare tomorrow’s global leaders for careers in commerce, government, diplomacy, military affairs, economic development, global health and humanitarian relief. Coming together from over 20 different countries, our students provide diverse perspectives that supplement the experience and research of our renowned faculty.

Conflict Resolution

Office: University Office Annex, Room 6
Mail Code: 2201 S. Gaylord St., Denver, CO 80208
Phone: 303.871.6477
Email: cri@du.edu
Web Site: http://www.du.edu/conflictresolution

Master of Arts in Conflict Resolution

Conflict Resolution is an interdisciplinary program which capitalizes on the talent of 19 faculty members drawn from nine academic units on campus including: Conflict Resolution, International Studies (http://www.du.edu/korbel), Communications (http://www.du.edu/ahss/schools/comn), Social Work (http://www.du.edu/socialwork), Law (http://www.law.du.edu), Business (http://daniels.du.edu), Professional Psychology (http://www.du.edu/gspp), Theology (http://www.iliff.edu), and Applied Communication (http://universitycollege.du.edu/comm/degree/masters/organizational-communication-online/degreeid/450) in University College.

International Studies focuses on aspects of ethnicity and cultural differences, globally organized efforts in cooperation, and justice, human rights, and diplomacy. The Department of Communications and the Graduate School of Social Work explore group dynamics. The College of Law and University College have developed training programs in mediation. The College of Business offers a management specialty. More than 20 different classes in the Conflict Resolution curriculum are offered on campus at least once each year. Courses emphasize theories of conflict resolution, mastery of techniques for alternative dispute resolution, and courses on organizational and management issues.

Master of Arts in Conflict Resolution

- Complete Application: Online application (http://www.du.edu/apply/graduates/applicationrequirements.html)
- Application Fee: a $65 application fee is required, payable online or via check
- One Official Transcript from each undergraduate institution: Send Transcripts in an official envelope bearing an official stamp from the Registrar’s Office across the envelope’s seal.
- Exam Scores: Official Graduate Record Examination (GRE) scores which have been taken within the last five years.
- Two Letters of Recommendation: two letters of recommendation submitted via our online system (Preferred) or in sealed envelopes with the recommender’s signature across the seal. We encourage you to contact your recommenders prior to sending this invitation.
- Statement of Purpose: In 500-700 words, answer all of the following questions:
  - What is your career goal upon completing your graduate degree and what are your longer-term career goals?
  - Explain why you have chosen to pursue a graduate degree and how the degree program you have chosen will prepare you to reach your specific career goals.
- Resume/Curriculum Vitae (CV): submit through online application
- Proof of Permanent Residence (U.S. Green Card holders only)

Priority Deadline: January 15—Fall Quarter

Master of Arts in Conflict Resolution

Degree Requirements

Coursework Requirements

<table>
<thead>
<tr>
<th>Core coursework requirements</th>
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<tbody>
<tr>
<td>INTS 4920 Conflict Resolution</td>
<td>5</td>
</tr>
<tr>
<td>CRES 4221 Negotiation Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>CRES 4222 Mediation Theory and Issues</td>
<td>5</td>
</tr>
<tr>
<td>CRES 4225 Conciliation and Reconciliation</td>
<td>5</td>
</tr>
<tr>
<td>COMN 3000 or 4000 Level class, approved by Graduate Director</td>
<td>5</td>
</tr>
<tr>
<td>MGMT 4620 Organizational Dynamics</td>
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Specialization (Special Topics) requirements
Select four of the following:  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CRES 4333</td>
<td>Resolving Contentious Public Issues</td>
</tr>
<tr>
<td>CRES 4810</td>
<td>Conflict Resolution Topics</td>
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<tr>
<td>CRES 4820</td>
<td>Topics in Conflict Resolution</td>
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<tr>
<td>CRES 4830</td>
<td>Topics in Conflict Resolution</td>
</tr>
<tr>
<td>CRES 4840</td>
<td>Managing Organizational Conflict in the Workplace</td>
</tr>
<tr>
<td>CRES 4850</td>
<td>Creating Agreement</td>
</tr>
<tr>
<td>CRES 4860</td>
<td>Public Forum Facilitation</td>
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<tr>
<td>CRES 4870</td>
<td>Conflict Vulnerability Assessment</td>
</tr>
<tr>
<td>CRES 4880</td>
<td>Grant Writing: The Research Proposal and Conflict Analysis</td>
</tr>
</tbody>
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**Emphasis (skills/methodology) requirement**

CRES 4111 Reflective Practice and Evaluation 5

**Elective requirements**

All remaining courses to total minimum of 62 credits

**Non-coursework Requirements**

Practical Techniques Workshop (required) 4

COMM 4701 Topics in Applied Comm (through University College)

**Professional Development Requirement**

CRES 4961 Professional Development 0

Internship (required) 0-5

CRES 4981 Internship (variable credits)

Practicum (required) 3

CRES 4971 Practicum

Thesis (optional) (up to 5 credits) 5

CRES 4991 Independent Study

& CRES 4995 and Thesis Research

**Total Credits** 62

**Minimum number of credits required for degree:** 62

* COMM classes are offered on-line through the Organizational and Professional Communication program at University College. These courses are offered for 4 credits.

**Courses**

CRES 3401 Caribbean Conflict Resolution (3 Credits)

A travel course offering students an opportunity to view a broad spectrum of conflict—from interpersonal to community to intercultural—in Caribbean countries. Local conflicts and conflict resolution processes are examined, along with visits to governmental and non-governmental organizations and cultural sites to develop an understanding of how particular methods and approaches for solving disputes are applied within this political and cultural setting.

CRES 4111 Reflective Practice and Evaluation (5 Credits)

Course is designed for practitioners who would like to become more reflective and theory oriented in their practice, and for researchers who wish to work with actual data and questions from practice. The goals are to learn techniques for making theories of practice explicit, to examine ways practice and research may modify theory, and to explore how to introduce and expand reflective practice into conflict resolution.

CRES 4221 Negotiation Theory and Practice (3.5 Credits)

An overview of negotiation theories, strategy and tactics to understand the role of power perceptions, communications, and ethics affect bargaining processes and outcomes.

CRES 4222 Mediation Theory and Issues (5 Credits)

An analysis and critique of the nature and role of third parties in conflict intervention including conciliator, arbitrator, facilitator, monitor, trainer. Theoretical perspectives and case studies are used to understand the situations in which third parties operate, what values and resources they bring to their roles, and how power issues affect mediator functioning. Ethical guidelines are also considered.
CRES 4225 Conciliation and Reconciliation (5 Credits)
Societies are often divided along ethnic, racial, or religious lines. Without work at the grassroots level, international peace agreements regularly fail within five years of ratification. How do we create sustainable post-conflict relationships? How does justice factor into peace, or into the sustainability of peace agreements? This course explores these questions by building on concepts and themes introduced in Mediation Theory (CRES 4222), and analyzing topics such as multilevel interventions and their challenges, second track diplomacy, and citizen dialogue. Reconciliation is a key factor in peace building -- Voice, Acknowledgement, and Repair are specifically considered within this realm. Focus is also on the challenges presented by deep-rooted, protracted conflicts, allowing for more complete understanding of the situations in which third parties must operate.

CRES 4333 Resolving Contentious Public Issues (5 Credits)
The course covers collaborative governance work, including identity politics of contentious public issues. Natural resources disputes and the range of processes used to address these conflicts, including theories and concepts useful for understanding environmental and policy disputes, case studies, and world views that premise these disputes, provide insight into constructing interventions best suited to the characteristics and context of each contentious issue.

CRES 4400 Restorative Justice (3 Credits)
This course explores four leading Restorative Justice practices - Victim-Offender Mediation, Conferencing, Talking Circles, and Truth Commissions - to understand how needs of victims are addressed, and embracing notions of forgiveness, reconciliation and social healing within a set of principles based on social justice.

CRES 4410 Intractable Conflict (3 Credits)
This course is focused on factors that lead to intractability, along with strategies for violence prevention and conflict transformation. Conflict mapping and analysis, sources of intractability, and social, psychological, economic and political dimensions of intractable conflicts are examined.

CRES 4420 Negotiating Difficult Situations (3 Credits)
What should a negotiator do when the win-win approach fails and important interests are at stake? This course addresses a variety of tactics and ploys of unethical behavior and dirty tricks used in persuasion and bargaining. Students learn how to recognize and counter such techniques and practice in simulated and real world settings. Prerequisite: CRES 4221.

CRES 4810 Conflict Resolution Topics (3,5 Credits)
Fields of interest to Conflict Resolution Students such as negotiation, international conflict resolution case studies, restorative justice, conflict transformation, methods for conflict resolution research.

CRES 4820 Topics in Conflict Resolution (1-5 Credits)
Fields of interest to Conflict Resolution Students such as negotiation, international conflict resolution case studies, restorative justice, conflict transformation, methods for conflict resolution research.

CRES 4830 Topics in Conflict Resolution (3-5 Credits)
Fields of interest to Conflict Resolution Students such as negotiation, international conflict resolution case studies, restorative justice, conflict transformation, methods for conflict resolution research.

CRES 4840 Managing Organizational Conflict in the Workplace (3,5 Credits)
A broad study of conflict in organizations that may involve gender, race, age, disability and other issues, using lecture, case studies, group dialogue, and team projects to develop systems of management and evaluation.

CRES 4850 Creating Agreement (3 Credits)
Multilateral agreements are as complex as they are difficult to create. What are the key elements in this process? The history of such negotiations is one of both successes and failures. This course examines the development of criteria necessary for creating satisfactory and acceptable agreements involving multiple parties through a series of case studies that link negotiation theory and praxis.

CRES 4860 Public Forum Facilitation (3 Credits)
Diverse democracies require high quality communication and coordination to function well. In the current era, however, polarization, cynicism and apathy have become the norm, they obstructing possibilities for collaborative problem-solving. What are the best processes for making public decisions in a democracy? This course examines the tools of advocacy, debate, dialogue and deliberation through the lens of facilitation in public forums.

CRES 4870 Conflict Vulnerability Assessment (3 Credits)
This course guides students seeking to specialize in early warning and conflict prevention approaches at the community, societal, or country level through the contemporary scholarly literature, policy-related instruments and models that seek to define and measure "conflict vulnerability."

CRES 4880 Grant Writing: The Research Proposal and Conflict Analysis (3,5 Credits)
This course is designed to cover key elements of social research methods that are important principles of evidence-based policy, known for its rigor and precision in careful data collection - including quantitative and qualitative methodology analysis and expert opinion to build facts and findings from context-free, context rich and colloquial environments into a coherent whole - to support informed decision-making capability.

CRES 4961 Professional Development (0 Credits)
To develop the specialized knowledge, skills, attitudes, values, norms, and interest needed to perform professional roles in the Conflict Resolution practitioner community. It involves informal socialization including lessons learned incidentally through association with mentors, networking with practitioners, and observations of conflict resolution processes in all areas of life. Students gain an awareness of how self-image and activities play an active part in professional socialization.
CRES 4971 Practicum (3-5 Credits)
Students design, execute, and evaluate conflict resolution interventions. Student involvement in planning, implementation, reflection, and evaluation may look different in different contexts, but all elements are present in some form. Students are supervised by faculty with relevant theoretical expertise and practice experience.

CRES 4981 Internship (1-5 Credits)
CRES 4985 Internship (4-8 Credits)
CRES 4991 Independent Study (1-5 Credits)
CRES 4995 Thesis Research (1-5 Credits)

International Studies
Office: Ben Cherrington Hall
Mail Code: 2201 S. Gaylord St., Denver, CO 80210
Phone: 303-871-2544
Email: korbeladm@du.edu
Web Site: http://du.edu/korbel/

Certificate in Homeland Security
This certificate program is offered to currently enrolled Josef Korbel School of International Studies’ master’s or PhD students.

Certificate in International Studies with a Concentration in Global Health Affairs
The Certificate in Global Health Affairs (CGHA) is the first global health program to be based in a school of International Studies. Unlike certificates offered by schools of medicine or public health, which emphasize biomedical approaches to health, CGHA places social and political solutions at the forefront of global health action. Combined with a degree, the seven-course CGHA sequence prepares students for systematic, evidence-based approaches to a broad range of global health problems relating to development, diplomacy, security, trade, and human rights.

CGHA’s core emphasis lies in building sound decision-making skills in an arena often suffused with inefficiency and blindness to political, social, and cultural context. Substantive courses address the widest conception of the causes and consequences of individual and population health, emphasizing short- and long-term effects, the increasing globalization and personalization of health; and interactions between health and other key areas of human endeavor such as politics, development, trade, and conflict. Practical courses combine basic analytic, management, and epidemiologic skills with innovative new technologies such as social marketing, Geographic Information Systems, and mobile telephony.

Students who graduate with the certificate in global health affairs distinguish themselves as leaders and innovators through the pursuit of the “science of service” on and off campus. While most GHA students take advantage of traditional internship opportunities at leading international health organizations, many also pursue action-oriented research and leadership projects through a network of partner agencies and through our own student-led community-based research projects in Nairobi, Delhi, and Jerusalem. Students are encouraged, but not required, to undertake action-oriented research projects including a thesis or Significant Research Paper, which may be completed for course credit. Throughout the GHA program, students build an evidence-based framework for evaluating project impacts on served communities, service agencies, their own career paths, and their community at DU.

Certificate in International Studies with a concentration in Humanitarian Assistance
The mission of the Humanitarian Assistance Program is to prepare students to work in the humanitarian field. The program provides students with the theoretical and practical underpinnings for humanitarian work which is technically sound, engages with affected communities, responds to the diverse needs of affected populations and sets the stage for sustainable and inclusive recovery and development.

A limited number of students pursuing a master’s degree at Korbel are admitted to the Humanitarian Assistance Certificate Program each year. Admission is extremely competitive on the basis of experience, focus and motivation.

Applications will be accepted from Korbel students at the beginning of each academic year (due late September). Students will be informed about whether they have been accepted by mid-November.

All certificate students are required to

1. Complete core humanitarian coursework comprised of two courses which aim to introduce students to key aspects of humanitarian assistance (one focused on policy and the other on field operations) and two additional courses directly related to humanitarian assistance.

2. Take three elective courses in one of three tracks: (personalized tracks are also possible)
   a. Monitoring, Evaluation and Analysis
   b. Management/Operations
   c. Policy/Advocacy
3. Complete an internship (150 hours) with an organization whose core work includes international humanitarian assistance or humanitarian policy/advocacy. This is a critical component of the Certificate. It is unlikely that students in the Certificate Program will find appropriate internships in Denver. Certificate candidates should plan to spend some significant time interning at an appropriate location (either in the US or abroad) in order to fulfill this requirement.

**Master of Arts in Global Finance, Trade and Economic Integration**

The Global Finance, Trade, and Economic Integration (GFTEI) program provides students with a multi-disciplinary, policy-focused examination of the global economy. Courses within this degree focus on the complex changes underway in the global economy, including the emerging patterns of financial, trade, and human capital flows and their effect on national economies; the effect of globalization on state capacity, policy autonomy, and national economic conditions; the relationship between economic, political, and social outcomes; corporate governance and competition; and the interaction of interest groups, states, and multilateral agreement and organizations. All students within this degree receive training in advanced statistical methods. Students also select from a diverse collection of “hard” and “soft” skills courses (e.g. Art of Forecasting, Political Risk Analysis, Professional Communications, Project Management.)

Students pursuing the GFTEI degree are required to select one concentration that is tied to their intellectual and career aspirations. Some students have chosen to pursue two concentrations. Examples of concentrations that students have pursued recently include international political economy, international business, development economics and policy, environmental studies, the political economy of China or the European Union, risk and forecasting techniques, and security and international economic analysis.

This degree is intended for students who intend to pursue careers in four domains:

1. International economic policy analysis for public sector agencies, such as the Department of Commerce and the International Trade Administration
2. Analyst positions in multilateral institutions and organizations, such as the World Bank, the United Nations and the Organization for Economic Cooperation and Development;
3. Research and analyst positions within non-governmental organizations, such as Oxfam and Action Aid; and
4. Private sector careers as economic policy consultants, country risk or international project analysts, or international project managers.

Students who wish to pursue careers in corporate or investment management, accounting or marketing might consider the dual degree that we offer with Daniels College of Business (DCB). The dual degree allows students to earn a GFTEI degree from Josef Korbel School of International Studies and an International MBA from DCB (see the dual GFTEI-IMBA degree section of this handbook). Students who seek a more specialized and technical training in portfolio allocation might consider creating their own “customized, flexible dual degree” with DCB that allows them to earn an MS in Finance along with the GFTEI degree (for more information, see the Flexible Dual Degree section of this handbook).

Students may be interested to know that the course, “Economics: Fundamental Knowledge, Global Applications” (INTS 4536) with Professor Mark Evers (to be taught in the fall quarter only), is designed for students who have never successfully completed an undergraduate course in Introductory Macroeconomics & Microeconomics (or undergraduate Principles of Economics or undergraduate International Economics). INTS 4536 will prepare students who do not possess this basic economics background to enroll in INTS 4310 (Int'l Trade) and INTS 4320 (International Monetary Relations).

**Master of Arts in International Administration**

The goals of the International Administration Degree Program are first to establish a foundation of management skills (people, programs or policies) required to become a leader in a non-profit or public sector organization in an international context and second to provide students the opportunity to gain expertise in a specific policy area of the students’ choice such as human rights, development, security, or health affairs.

**Master of Arts in International Development**

The MA in International Development focuses on development theory, policy-making and analysis, politics of institutions, and in-demand practical skills. The program prepares students for careers in government, multilateral and bilateral development agencies, non-governmental organizations, and the private sector. Development graduates also enter relevant doctoral programs.

The program reflects an approach to development that emphasizes not only economic issues but also the importance and interrelatedness of sustainable economic and human development, human rights, and environmental sustainability. We emphasize the diversity of needs, desires, opportunities, and constraints that are experienced by individuals of differing socioeconomic classes, ethnicities, and genders, as well as differences among nations and regions.

Students gain analytical skills that address not only policy issues, but also the logics and workings of diverse institutions that create, negotiate, and implement development policy. Students also engage the many power differentials that profoundly influence processes central to sustainable development. These power differentials exist not only among nations, but also among public- and private-sector partners within development programs; between development practitioners and their intended beneficiaries; and among those intended beneficiaries. Thus we also engage with actors and processes across scalar levels from the most macro-level international institutions and initiatives to the most micro-level agendas and actions taken by communities, firms, families and individuals.
The program provides training in practical skills that have been identified as key by development employers, including communications, quantitative analysis, and administration. Through internships, students gain experience in meeting the challenges of development practice while applying these skills and their knowledge of ideas, institutions, and processes that have influenced the course of international development.

**Master of Arts in International Human Rights**

This degree is for students with academic or career interests in human rights and humanitarianism. Graduates typically seek and obtain positions in international non-profits; international rights advocacy organizations, international aid agencies, governmental and intergovernmental organizations, the human rights legal profession and academia.

Because of its integrative and interdisciplinary nature, the human rights curriculum leads to flexible career options which link human rights to development, health, security, humanitarian assistance, etc., and provides fascinating research possibilities beyond the MA degree. The program combines intellectual breadth and multidisciplinary grounding, specialized themes, and practical experience. For breadth, the core offers courses in human rights theory, history, law, foreign policy, and economic development. Our specialized themes include courses linking human rights to security, economic development, health, humanitarian assistance, administration, etc. For practical experience, students are offered skills courses, internships and opportunities for fieldwork crafted to enhance professional qualifications.

Combined with an exceptional group of distinguished alumni and current students, the remarkable scholarly and practical credentials of the faculty associated with this program speak volumes. The Korbel School has the leading interdisciplinary human rights program in the United States.

Ninety credit hours are required to complete the degree, which typically requires two years of full-time study. The degree can also be completed on a part-time basis.

**Master of Arts in International Security**

The International Security program provides education and training from a multi-disciplinary perspective on issues dealing with political, historical, social, and economic causes and consequences of the threat or use of military force and other forms of violence.

Our pedagogical aim is to debate issues and test theories of international security in an effort to understand the foundation of national strategies, sources of conflict and war, and a myriad of influence tools—intelligence, communication, diplomacy, terrorism—used by state and non-state actors in order to prepare students for responsible positions as leaders and analysts in the security field within the United States and abroad, and in international organizations.

The curriculum provides a fundamental background of international politics theories and major issues of International Security; exposure to classical readings and contemporary arguments in Security and Strategy; basic knowledge of important factors and processes explaining U.S. foreign and defense policies; training in research methodology for security, defense, and policy analysis; training in preparing and writing policy memos; experience in policy-making through simulation and table-top exercises; opportunities for concentrated study in selected security subfields such as: Intelligence, Homeland Security, or Geographic Areas, and interdisciplinary study of security in conjunction with cognate International Studies specialties: conflict resolution, development, economics, human rights, global health, and humanitarian assistance.

**Master of Arts in International Studies**

The Master of Arts in International Studies combines an in-depth study of one of the principle fields of international studies with an issue-oriented concentration, skills courses, and the opportunities for internships or advanced research. It is the "traditional" professional international studies curriculum long favored by students pursuing career options in the government, private, and non-profit sectors, as well as those considering a PhD. It is also our most flexible degree, with great opportunities to tailor a program to fit your own special needs and interests. Ninety credit hours are required to complete the degree, which typically requires two years of full-time study.

**Master of Arts in International Studies with A concentration in Comparative Politics**

The Master of Arts in International Studies combines an in-depth study of one of the principle fields of international studies with an issue-oriented concentration, skills courses, and the opportunities for internships or advanced research. It is the "traditional" professional international studies curriculum long favored by students pursuing career options in the government, private, and non-profit sectors, as well as those considering a PhD. It is also our most flexible degree, with great opportunities to tailor a program to fit your own special needs and interests. Ninety credit hours are required to complete the degree, which typically requires two years of full-time study.

**Master of Arts in International Studies with A concentration in Humanitarian Assistance**

The Master of Arts in International Studies combines an in-depth study of one of the principle fields of international studies with an issue-oriented concentration, skills courses, and the opportunities for internships or advanced research. It is the "traditional" professional international studies curriculum long favored by students pursuing career options in the government, private, and non-profit sectors, as well as those considering a PhD. It is also our most flexible degree, with great opportunities to tailor a program to fit your own special needs and interests. Ninety credit hours are required to complete the degree, which typically requires two years of full-time study.
Master of Arts in International Studies with A concentration in International Economics

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Master of Arts in International Studies with a concentration in Political Theory

The Master of Arts in International Studies combines an in-depth study of one of the principle fields of international studies with an issue-oriented concentration, skills courses, and the opportunities for internships or advanced research. It is the "traditional" professional international studies curriculum long favored by students pursuing career options in the government, private, and non-profit sectors, as well as those considering a PhD. It is also our most flexible degree, with great opportunities to tailor a program to fit your own special needs and interests. Ninety credit hours are required to complete the degree, which typically requires two years of full-time study. For questions about this degree, see the degree director or the Director of Student Affairs.

Doctor Of Philosophy in International Studies with a Concentration in Comparative Politics

The Ph.D. degree is designed as a 5-7 year program provided the student a) enters with a closely related Master's degree and b) is able to devote full-time study during the entire period. The student working toward this degree must earn a grade average above 3.5 for a minimum of 135 hours of graduate credit, of which 90 hours must be earned at the University of Denver. In addition, each student must meet the core curriculum and fields training, methodology and foreign language requirements and pass written and oral comprehensive exams, file an approved prospectus, and successfully write and defend a dissertation.

Doctor of Philosophy in International Studies with a concentration in International Economics

The Ph.D. degree is designed as a 5-7 year program provided the student a) enters with a closely related Master's degree and b) is able to devote full-time study during the entire period. The student working toward this degree must earn a grade average above 3.5 for a minimum of 135 hours of graduate credit, of which 90 hours must be earned at the University of Denver. In addition, each student must meet the core curriculum and fields training, methodology and foreign language requirements and pass written and oral comprehensive exams, file an approved prospectus, and successfully write and defend a dissertation.

Doctor of Philosophy in International Studies with a concentration in International Politics

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Doctor Of Philosophy in International Studies with a Concentration in Political Theory

The Ph.D. degree is designed as a 5-7 year program provided the student a) enters with a closely related Master's degree and b) is able to devote full-time study during the entire period. The student working toward this degree must earn a grade average above 3.5 for a minimum of 135 hours of graduate credit, of which 90 hours must be earned at the University of Denver. In addition, each student must meet the core curriculum and fields training, methodology and foreign language requirements and pass written and oral comprehensive exams, file an approved prospectus, and successfully write and defend a dissertation.
Certificate in Homeland Security

- Certificate Programs are reserved for students who are co-enrolled in an MA level program within the Josef Korbel School of International Studies.
- Certificate application (https://portfolio.du.edu/issta/page/47250)

Certificate in International Studies with a Concentration in Global Health Affairs

- Certificate Programs are reserved for students who are co-enrolled in an MA level program within the Josef Korbel School of International Studies.
- Certificate application (https://portfolio.du.edu/issta/page/47250)

Certificate in International Studies with a concentration in Humanitarian Assistance

- Certificate Programs are reserved for students who are co-enrolled in an MA level program within the Josef Korbel School of International Studies.
- Certificate application (https://portfolio.du.edu/issta/page/47250)

Master of Arts in Global Finance, Trade and Economic Integration

- Complete Application: Online application (https://portfolio.du.edu/issta/page/47250)
- Application Fee: a $65 application fee is required, payable online or via check
- One Official Transcript from each undergraduate institution: Send Transcripts in an official envelope bearing an official stamp from the Registrar’s Office across the envelope’s seal.
- Exam Scores: Official Graduate Record Examination (GRE) scores which have been taken within the last five years.
- Two Letters of Recommendation: two letters of recommendation submitted via our online system (Preferred) or in sealed envelopes with the recommender’s signature across the seal. We encourage you to contact your recommenders prior to sending this invitation.
- Statement of Purpose: In 500-700 words, answer all of the following questions:
  - What is your career goal upon completing your graduate degree and what are your longer-term career goals?
  - Explain why you have chosen to pursue a graduate degree and how the degree program you have chosen will prepare you to reach your specific career goals.
  - What skills and previous experiences have helped position you to reach your career goals and how will the Josef Korbel School help you achieve these goals?
- Resume/Curriculum Vitae (CV): submit through online application
- Proof of Permanent Residents (U.S. Green Card holders only)

Priority Deadline: January 15—Fall Quarter

Master of Arts in International Administration

- Complete Application: Online application (https://portfolio.du.edu/issta/page/47250)
- Application Fee: a $65 application fee is required, payable online or via check
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Priority Deadline: January 15—Fall Quarter

Master of Arts in International Development

- Complete Application: Online application (http://www.du.edu/korbel)
- Application Fee: a $65 application fee is required, payable online or via check
• One Official Transcript from each undergraduate institution: Send Transcripts in an official envelope bearing an official stamp from the Registrar’s Office across the envelope’s seal.

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• Resume/Curriculum Vitae (CV): submit through online application

• Proof of Permanent Residents (U.S. Green Card holders only)

Priority Deadline: January 15—Fall Quarter

Master of Arts in International Human Rights

• Complete Application: Online application (http://www.du.edu/korbel)

• Application Fee: a $65 application fee is required, payable online or via check

• One Official Transcript from each undergraduate institution: Send Transcripts in an official envelope bearing an official stamp from the Registrar’s Office across the envelope’s seal.

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• Proof of Permanent Residents (U.S. Green Card holders only)

Priority Deadline: January 15—Fall Quarter

Master of Arts in International Security

• Complete Application: Online application (http://www.du.edu/korbel)

• Application Fee: a $65 application fee is required, payable online or via check

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Priority Deadline: January 15—Fall Quarter
Master of Arts in International Studies

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- **Proof of Permanent Residents (U.S. Green Card holders only)**

Priority Deadline: January 15—Fall Quarter

Master of Arts in International Studies with A concentration in Comparative Politics

- **Complete Application**: Online application (http://www.du.edu/korbel)
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- **Resume/Curriculum Vitae (CV)**: submit through online application
- **Proof of Permanent Residents (U.S. Green Card holders only)**

Priority Deadline: January 15—Fall Quarter

Master of Arts in International Studies with A concentration in Humanitarian Assistance

- **Complete Application**: Online application (http://www.du.edu/korbel)
- **Application Fee**: a $65 application fee is required, payable online or via check
- **One Official Transcript from each undergraduate institution**: Send Transcripts in an official envelope bearing an official stamp from the Registrar’s Office across the envelope’s seal.
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- **Resume/Curriculum Vitae (CV)**: submit through online application
• Proof of Permanent Residents (U.S. Green Card holders only)

Priority Deadline: January 15—Fall Quarter

Master of Arts in International Studies with A concentration in International Economics

• Complete Application: Online application (http://www.du.edu/korbel)
• Application Fee: a $65 application fee is required, payable online or via check
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• Proof of Permanent Residents (U.S. Green Card holders only)

Priority Deadline: January 15—Fall Quarter

Master of Arts in International Studies with a Concentration in International Politics

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• Application Fee: a $65 application fee is required, payable online or via check
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• Resume/Curriculum Vitae (CV): submit through online application
• Proof of Permanent Residents (U.S. Green Card holders only)

Priority Deadline: January 15—Fall Quarter

Master of Arts in International Studies with a concentration in Political Theory

• Complete Application: Online application (http://www.du.edu/korbel)
• Application Fee: a $65 application fee is required, payable online or via check
• One Official Transcript from each undergraduate institution: Send Transcripts in an official envelope bearing an official stamp from the Registrar’s Office across the envelope’s seal.
• Exam Scores: Official Graduate Record Examination (GRE) scores which have been taken within the last five years.
• Two Letters of Recommendation: two letters of recommendation submitted via our online system (Preferred) or in sealed envelopes with the recommender’s signature across the seal. We encourage you to contact your recommenders prior to sending this invitation.
• Statement of Purpose: In 500-700 words, answer all of the following questions:
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  • Explain why you have chosen to pursue a graduate degree and how the degree program you have chosen will prepare you to reach your specific career goals.
  • What skills and previous experiences have helped position you to reach your career goals and how will the Josef Korbel School help you achieve these goals?
• Resume/Curriculum Vitae (CV): submit through online application
• Proof of Permanent Residents (U.S. Green Card holders only)

Priority Deadline: January 15—Fall Quarter

Doctor Of Philosophy in International Studies with a Concentration in Comparative Politics

• Complete Application: Online application (http://www.du.edu/korbel)
• Application Fee: a $65 application fee is required, payable online or via check
• One Official Transcript from each undergraduate institution: Send Transcripts in an official envelope bearing an official stamp from the Registrar’s Office across the envelope’s seal.
• Exam Scores: Official Graduate Record Examination (GRE) scores which have been taken within the last five years.
• Three Letters of Recommendation: two letters of recommendation submitted via our online system (Preferred) or in sealed envelopes with the recommender’s signature across the seal. We encourage you to contact your recommenders prior to sending this invitation.
• Statement of Purpose: In 750-1,000 words, answer all of the following questions:
  • What are your career goals and objectives?
  • What is a potential topic for your dissertation?
  • What faculty from the Josef Korbel School would you like to work with and why?
• Resume/Curriculum Vitae (CV): submit through online application
• Proof of Permanent Residents (U.S. Green Card holders only)
• Writing Sample: Approximately 20 Pages

Priority Deadline: January 15—Fall Quarter

Doctor of Philosophy in International Studies with a concentration in International Economics

• Complete Application: Online application (http://www.du.edu/korbel)
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  • What faculty from the Josef Korbel School would you like to work with and why?
• Resume/Curriculum Vitae (CV): submit through online application
• Proof of Permanent Residents (U.S. Green Card holders only)
• Writing Sample: Approximately 20 Pages

Priority Deadline: January 15—Fall Quarter

Doctor of Philosophy in International Studies with a concentration in International Politics

• Complete Application: Online application (http://www.du.edu/korbel)
• Application Fee: a $65 application fee is required, payable online or via check
• One Official Transcript from each undergraduate institution: Send Transcripts in an official envelope bearing an official stamp from the Registrar’s Office across the envelope’s seal.
• Exam Scores: Official Graduate Record Examination (GRE) scores which have been taken within the last five years.
• Three Letters of Recommendation: two letters of recommendation submitted via our online system (Preferred) or in sealed envelopes with the recommender’s signature across the seal. We encourage you to contact your recommenders prior to sending this invitation.
• Statement of Purpose: In 750-1,000 words, answer all of the following questions:
What are your career goals and objectives?
What is a potential topic for your dissertation?
What faculty from the Josef Korbel School would you like to work with and why?

Resume/Curriculum Vitae (CV): submit through online application
Proof of Permanent Residents (U.S. Green Card holders only)
Writing Sample: Approximately 20 Pages

Priority Deadline: January 15—Fall Quarter

Doctor Of Philosophy in International Studies with a Concentration in Political Theory

Complete Application: Online application (http://www.du.edu/korbel)
Application Fee: a $65 application fee is required, payable online or via check
One Official Transcript from each undergraduate institution: Send Transcripts in an official envelope bearing an official stamp from the Registrar’s Office across the envelope’s seal.
Exam Scores: Official Graduate Record Examination (GRE) scores which have been taken within the last five years.
Three Letters of Recommendation: two letters of recommendation submitted via our online system (Preferred) or in sealed envelopes with the recommender's signature across the seal. We encourage you to contact your recommenders prior to sending this invitation.
Statement of Purpose: In 750-1,000 words, answer all of the following questions:
What are your career goals and objectives?
What is a potential topic for your dissertation?
What faculty from the Josef Korbel School would you like to work with and why?
Resume/Curriculum Vitae (CV): submit through online application
Proof of Permanent Residents (U.S. Green Card holders only)
Writing Sample: Approximately 20 Pages

Priority Deadline: January 15—Fall Quarter

Certificate in Homeland Security

Certificate Requirements
Coursework Requirements
Complete the four concentration courses plus three additional courses from the certificate requirement list.

Concentration Requirement
Complete the following four courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4730</td>
<td>Homeland Defense: Issues</td>
</tr>
<tr>
<td>INTS 4907</td>
<td>International Terrorism</td>
</tr>
<tr>
<td>INTS 4147</td>
<td>American Govt &amp; Pol. Making</td>
</tr>
<tr>
<td>INTS 4734</td>
<td>Homeland Sec &amp; Civil Soc</td>
</tr>
</tbody>
</table>

Certificate Requirement
Select three of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4731</td>
<td>Homeland Defense: Prevention</td>
</tr>
<tr>
<td>INTS 4753</td>
<td>Intelligence and National Security</td>
</tr>
<tr>
<td>INTS 4736</td>
<td>Strategic Intelligence Data Collection and Analysis</td>
</tr>
<tr>
<td>INTS 4989</td>
<td>North American Defense and Security</td>
</tr>
</tbody>
</table>

Total Credits
Minimum number of credits required for certificate: 35
Non-coursework Requirements
Internship (0-5 credits)
Certificate in International Studies with a Concentration in Global Health Affairs

Certificate Requirements

Coursework Requirements

Core Coursework Requirements

Students are strongly encouraged to complete one or both courses before taking other classes. Both are offered in autumn quarter.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4367</td>
<td>Global Health Affairs</td>
</tr>
<tr>
<td>INTS 4516</td>
<td>Major Diseases in Global Health: From Pathophysiology to Action</td>
</tr>
<tr>
<td>INTS 4483</td>
<td>Practical Applications in Global Health</td>
</tr>
<tr>
<td>INTS 4423</td>
<td>Introduction to Epidemiology</td>
</tr>
</tbody>
</table>

Elective Requirements

Select two of the following:

Health Issues and Interactions

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4435</td>
<td>Health and Development</td>
</tr>
<tr>
<td>INTS 4492</td>
<td>Health and Humanitarian Aid</td>
</tr>
<tr>
<td>INTS 4362</td>
<td>Gender and Health</td>
</tr>
<tr>
<td>INTS 4368</td>
<td>HIV &amp; AIDS in International Affairs</td>
</tr>
<tr>
<td>INTS 4498</td>
<td>Community, Networks, and Place in Health and Development</td>
</tr>
<tr>
<td>INTS 4366</td>
<td>Reproductive Health</td>
</tr>
<tr>
<td>INTS 4465</td>
<td>Population, Society, and Development</td>
</tr>
<tr>
<td>INTS 4422</td>
<td>International Health Organizations and Actors</td>
</tr>
<tr>
<td>INTS 4353</td>
<td>Environment and Sustainable Development</td>
</tr>
<tr>
<td>INTS 4397</td>
<td>The Environment, The Economy, and Human Well-Being</td>
</tr>
</tbody>
</table>

Methodological

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4596</td>
<td>Mobile Technology for International Development</td>
</tr>
<tr>
<td>INTS 4576</td>
<td>Seminar: Community Based Research</td>
</tr>
<tr>
<td>INTS 4056</td>
<td>Information Management in Human Crises</td>
</tr>
<tr>
<td>INTS 4342</td>
<td>Project Management</td>
</tr>
</tbody>
</table>

Total Credits

Minimum number of credits required for certificate: 30

Non-coursework Requirements

• All GHA candidates must conduct a single, 150-hour health-related practical experience or a suitable alternative (see below). This experience must take place during the student’s course of study and the work must be carried out off campus. As an alternative to a traditional internship, this requirement could be fulfilled through current employment, an RPCV local internship, independent research (as long as it has an off-campus field component), or work on a GHA service-based research project. To qualify as health-related, a substantive component of the internship/practicum should focus on health issues. If this condition is not met within the context of the internship/practicum, the student may instead submit an additional, separate report on the health implications of their internship/practicum to the certificate director in order to fulfill the requirement. See the GHA Director for guidelines. It is possible for students to fulfill both a degree and certificate requirement with one internship/practicum.

Students are encouraged but not required to base their internship on their required proposal for INTS 4367, and to prepare a thesis, significant research paper, or independent study based on one of their internships or other self-driven or faculty-driven research.

Certificate in International Studies with a Concentration in Humanitarian Assistance

Certificate Requirements

Coursework Requirements

Core Coursework Requirements

Two required courses (to be taken in the winter quarter after acceptance)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4496</td>
<td>Field Operations for Humanitarian Assistance</td>
</tr>
<tr>
<td>INTS 4581</td>
<td>Introduction to Humanitarian Systems</td>
</tr>
</tbody>
</table>

And two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4056</td>
<td>Information Management in Human Crises</td>
</tr>
<tr>
<td>INTS 4492</td>
<td>Health and Humanitarian Aid</td>
</tr>
</tbody>
</table>
INTS 4583  International Protection in the Humanitarian Context
INTS 4935  Humanitarian Law of Armed Conflict

**Elective Requirements**  
15

At least three courses in one of the following tracks:

**Management/Operations**
- INTS 4342  Project Management
- INTS 4391  Financial Management and Fundraising of Non-Profits
- INTS 4394  Non-Profit Issues & Techniques
- INTS 4497  International Campaign Management
- INTS 4555  Professional Communications
- INTS 4557  Cross-Cultural Communications
- INTS 4920  Conflict Resolution

**Monitoring, Evaluation and Analysis**
- INTS 4057  Statistics for International Affairs
- INTS 4332  Data Analysis and Development
- INTS 4333  International Project Analysis
- INTS 4423  Introduction to Epidemiology
- GEOG 3130  Advanced Geographic Information Systems
- GEOG 3130  Advanced Geographic Information Systems
- PPOL 4400  Analytical & Critical Skills

**Policy/Advocacy**
- INTS 4497  International Campaign Management
- INTS 4931  International Organizations
- INTS 4934  Intervention: Policies & Pract
- INTS 4936  International Law and Human Rights
- INTS 4937  Human Rights and Refugee Systems
- INTS 4941  Human Rights and International Organizations
- INTS 4987  Forced Labor and Human Trafficking
- INTS 4495  Civil Wars and International Responses I: Causes and Consequences: Prevention and Peacemaking
- INTS 4595  Civil Wars and International Responses II: Post-War Peacebuilding
- CPSY 4500  International Disaster Psychology: Foundations
- CPSY 4606  Gender-based Violence

**Total Credits**  
35

1  Only 1 non-INTS course may be counted towards the Certificate. Only 1 elective may be double-counted towards a degree.

**Minimum number of credits required for certificate: 35**

**Non-coursework Requirements**
- An internship (150 hours) with an organization, whose core work includes international humanitarian assistance or humanitarian policy/advocacy, is required for the Humanitarian Assistance Certificate. These are usually completed by students in the summer between the first and second years of the MA program. Students arrange their own internship placements but should consult with the HA program director for ideas and approval. Internships must also be approved by the JKSIS Office of Career and Professional Development before the internship starts.

**Master of Arts in Global Finance, Trade, and Economic Integration**

**Degree Requirements**

**Coursework Requirements**

**Core coursework requirements**
International Studies Core

Select one of the following:

- INTS 4324  Int'l Political Economy (strongly recommended)
- INTS 4372  Great Books in Political Economy
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4374</td>
<td>The Ethical Foundations of Global Economic Policy</td>
</tr>
<tr>
<td>INTS 4501</td>
<td>Comparative Politics: States and Societies in the 21st Century</td>
</tr>
<tr>
<td>INTS 4900</td>
<td>International Politics (*)</td>
</tr>
<tr>
<td>or INTS 4599</td>
<td>Ethics and International Affairs</td>
</tr>
<tr>
<td>or INTS 4820</td>
<td>Democracy and War: Socrates, Thucydides, and Today's America</td>
</tr>
<tr>
<td>or INTS 4821</td>
<td>Early Modern Political Theory</td>
</tr>
<tr>
<td>or INTS 4822</td>
<td>Contemporary Political Thought</td>
</tr>
<tr>
<td></td>
<td>Or others from the Political Theory courses listed under the traditional INTS degree</td>
</tr>
</tbody>
</table>

**Program Training Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4310</td>
<td>International Trade 1</td>
<td>5</td>
</tr>
<tr>
<td>INTS 4320</td>
<td>Int'l Monetary Relations 2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>5</td>
</tr>
<tr>
<td>INTS 4324</td>
<td>Int'l Political Economy 3</td>
<td></td>
</tr>
<tr>
<td>INTS 4370</td>
<td>Political Economy of Globalization 4</td>
<td></td>
</tr>
</tbody>
</table>

**Concentration requirements**

Concentrations allow students to group at least three elective courses that relate to a particular theme. Students are required to complete at least one concentration but may also choose to complete a second concentration. Students have considerable latitude in the design of concentration(s), and should consult with their advisors on the selection of elective courses to complete their chosen concentration.

**Emphasis (skills requirement)**

Skills set:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4051</td>
<td>Statistical Methods II 1,2</td>
<td>5</td>
</tr>
<tr>
<td>or INTS 4057</td>
<td>Statistics for International Affairs</td>
<td></td>
</tr>
<tr>
<td>INTS 4303</td>
<td>Econometrics for Decision Making I</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>A third skills oriented course approved by your academic advisor or Student Affairs.</td>
<td>5</td>
</tr>
</tbody>
</table>

**Elective requirements**

Remaining credits (after taking above) for a total of 90 credits (72 credits for returning Peace Corps Volunteers in the PCMI program)

**Total Credits**

90

---

1 Prerequisite, grade of B- or better in undergraduate course in Introductory Microeconomics or International Economics. Students who have not completed the undergraduate prerequisites for INTS 4310 and INTS 4320 should first complete INTS 4536.

2 Prerequisite, grade of B- or better in undergraduate course in Introductory Macroeconomics or International Economics.

3 Students who have taken INTS 4324 to fulfill their International Studies Core requirement must take INTS 4370 to fulfill their Program Training Core requirement.

4 INTS 4310 and INTS 4320 are recommended as prerequisites for INTS 4370.

**Non-coursework Requirements**

- Foreign Language Proficiency: Required
- Internship: Required (0-5 credits)
- Thesis or Substantial Research Paper (SRP): Optional (0-10 credits)

**Master of Arts in International Administration**

**Degree Requirements**

**Coursework Requirements**

**Core coursework requirements**

International Studies Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4501</td>
<td>Comparative Politics: States and Societies in the 21st Century</td>
<td>5</td>
</tr>
<tr>
<td>INTS 4324</td>
<td>Int'l Political Economy</td>
<td>5</td>
</tr>
</tbody>
</table>

**Specialization requirements**

Administration Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4391</td>
<td>Financial Management and Fundraising of Non-Profits</td>
<td>5</td>
</tr>
</tbody>
</table>
### Core coursework requirements

**International Studies Core-** Take one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4468</td>
<td>Politics of Development</td>
<td>5</td>
</tr>
<tr>
<td>INTS 4501</td>
<td>Comparative Politics: States and Societies in the 21st Century</td>
<td>5</td>
</tr>
<tr>
<td>INTS 4324</td>
<td>Intl Political Economy</td>
<td>5</td>
</tr>
</tbody>
</table>

### Specialization requirements

**Program Training Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4350</td>
<td>Economic Development</td>
</tr>
</tbody>
</table>

**Politics of Development-** Take one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4468</td>
<td>Politics of Development</td>
</tr>
<tr>
<td>INTS 4521</td>
<td>International Development in Cross-Cultural Perspectives</td>
</tr>
</tbody>
</table>

**Sustainable Human Development/Environment and Development (SHD/ED)-** Take one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4435</td>
<td>Health and Development</td>
</tr>
<tr>
<td>INTS 4521</td>
<td>International Development in Cross-Cultural Perspectives</td>
</tr>
<tr>
<td>INTS 4353</td>
<td>Environment and Sustainable Development</td>
</tr>
<tr>
<td>INTS 4379</td>
<td>Gender and Development</td>
</tr>
<tr>
<td>INTS 4710</td>
<td>Topics in Intl Studies</td>
</tr>
<tr>
<td>INTS 4396</td>
<td>Education and Development</td>
</tr>
<tr>
<td>INTS 4888</td>
<td>Gender, Development and Human Rights</td>
</tr>
<tr>
<td>INTS 4362</td>
<td>Gender and Health</td>
</tr>
<tr>
<td>INTS 4953</td>
<td>Mental Health, Human Rights and Development</td>
</tr>
<tr>
<td>INTS 4492</td>
<td>Health and Humanitarian Aid</td>
</tr>
</tbody>
</table>
Concentration requirements

Each student creates a concentration by completing at least three elective courses that are linked thematically. Concentrations may center on an issue, region, or skill set. Students have great latitude in identifying thematic interests and choosing related courses. Students should consult with advisors, and the director will be available to help identify relevant courses. Students who complete certificate programs may submit their certificate transcript in place of a concentration. Courses listed as SHD/ED options and Skills options are strongly recommended and may be applied to the concentration if they have not been used to fulfill other requirements.

Emphasis (skills) requirements

INTS 4051 Statistical Methods II ²

One of the following courses will complete the skills requirement:

INTS 4342 Project Management
INTS 4391 Financial Management and Fundraising of Non-Profits
INTS 4394 Non-Profit Issues & Techniques
INTS 4966 Applied Field Methods
INTS 4555 Professional Communications
INTS 4557 Cross-Cultural Communications
INTS 4563 Crisis Management & Communications
INTS 4423 Introduction to Epidemiology
INTS 4575 Systems Thinking for Social Scientists
INTS 4576 Seminar: Community Based Research
INTS 4633 Intl Project Evaluation
INTS 4333 International Project Analysis

Elective requirements

All other courses to total 90 for completion of the degree (72 hrs. for those Peace Corps PCMI students)

Total Credits 90

1 Students who have sufficient background in development economics may substitute INTS 4310, 4320, 4370; see pre-requisite requirements for these courses via the Course Description Booklet (https://portfolio.du.edu/issta).

2 Students who need to complete Statistics I before taking Statistics II will receive elective credit for Stats I. Completion of Statistics III is strongly recommended. If available, occasional offerings of Data Analysis for Development or Knowledge for Development may be substituted for Statistics III.

Minimum number of credits required for degree: 90 hrs. (72 for Peace Corps PCMI students)

Non-coursework Requirements

- Internship: Required (0-5 credits)
- Foreign Language Proficiency: Required
- Thesis or Substantial Research Paper (SRP): Optional (0-10 credits)
  - Students who choose to complete a thesis should prepare a proposal and secure an advisor for the project at least one year before they plan to submit the thesis.

Master of Arts in International Human Rights

Degree Requirements

Coursework Requirements

Core coursework requirements

International Studies Core

Select one of the following:

INTS 4324 Int'l Political Economy
INTS 4501 Comparative Politics: States and Societies in the 21st Century
INTS 4900 International Politics

Or a Political Theory (PT) course with permission of the Degree Director
**Specialization requirements**

**Program Training Core**

Select four of the following: 20

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4940</td>
<td>Introduction to Human Rights (required)</td>
</tr>
<tr>
<td>INTS 4936</td>
<td>International Law and Human Rights (required)</td>
</tr>
<tr>
<td>INTS 4875</td>
<td>Human Rights and Foreign Policy</td>
</tr>
<tr>
<td>INTS 4941</td>
<td>Human Rights and International Organizations</td>
</tr>
<tr>
<td>INTS 4947</td>
<td>Human Rights and National Security</td>
</tr>
</tbody>
</table>

**Concentration requirements**

Concentration of 3 courses-15 hours (from the lists below) OR Certificate Program: Global Health Affairs, Humanitarian Assistance, Homeland Security, or International Law & Human Rights (Joint Certificate Program with the Korbel School and Sturm College of Law). Students wishing to complete a certificate program will work with the Human Rights Degree Director to insure compliance with the M.A. requirements.

**Concentrations**

To build a concentration, choose 3 courses from one of the following lists (15 credits). Customized concentrations may be considered with approval of the Director. You may have more than one concentration.

**Development & Human Rights**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4710</td>
<td>Topics in Int'l Studies</td>
</tr>
<tr>
<td>INTS 4937</td>
<td>Human Rights and Refugee Systems</td>
</tr>
<tr>
<td>INTS 4987</td>
<td>Forced Labor and Human Trafficking</td>
</tr>
<tr>
<td>INTS 4710</td>
<td>Topics in Int'l Studies</td>
</tr>
<tr>
<td>INTS 4435</td>
<td>Health and Development</td>
</tr>
<tr>
<td>INTS 4364</td>
<td>Global Poverty and Human Rights</td>
</tr>
<tr>
<td>INTS 4955</td>
<td>The Human Trafficking Clinic</td>
</tr>
<tr>
<td>INTS 4396</td>
<td>Education and Development</td>
</tr>
<tr>
<td>INTS 4468</td>
<td>Politics of Development</td>
</tr>
<tr>
<td>INTS 4379</td>
<td>Gender and Development</td>
</tr>
<tr>
<td>INTS 4396</td>
<td>Education and Development</td>
</tr>
</tbody>
</table>

**Health & Human Rights**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4362</td>
<td>Gender and Health</td>
</tr>
<tr>
<td>INTS 4367</td>
<td>Global Health Affairs (Theory and Practice)</td>
</tr>
<tr>
<td>INTS 4516</td>
<td>Major Diseases in Global Health: From Pathophysiology to Action</td>
</tr>
<tr>
<td>INTS 4483</td>
<td>Practical Applications in Global Health</td>
</tr>
<tr>
<td>INTS 4423</td>
<td>Introduction to Epidemiology (Previously titled &quot;Health Data for Decision Making,&quot; )</td>
</tr>
<tr>
<td>INTS 4492</td>
<td>Health and Humanitarian Aid</td>
</tr>
<tr>
<td>INTS 4368</td>
<td>HIV &amp; AIDS in International Affairs</td>
</tr>
</tbody>
</table>

**Humanitarian Assistance & Human Rights**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4492</td>
<td>Health and Humanitarian Aid</td>
</tr>
<tr>
<td>INTS 4935</td>
<td>Humanitarian Law of Armed Conflict</td>
</tr>
<tr>
<td>INTS 4937</td>
<td>Human Rights and Refugee Systems</td>
</tr>
<tr>
<td>INTS 4493</td>
<td>Humanitarian Aid in Complex Emergencies</td>
</tr>
<tr>
<td>INTS 4581</td>
<td>Introduction to Humanitarian Systems</td>
</tr>
<tr>
<td>INTS 4496</td>
<td>Field Operations for Humanitarian Assistance (3 credits)</td>
</tr>
<tr>
<td>INTS 4056</td>
<td>Information Management in Human Crises</td>
</tr>
<tr>
<td>INTS 4583</td>
<td>International Protection in the Humanitarian Context</td>
</tr>
</tbody>
</table>

**International Administration, Law & Human Rights**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4391</td>
<td>Financial Management and Fundraising of Non-Profits</td>
</tr>
<tr>
<td>INTS 4935</td>
<td>Humanitarian Law of Armed Conflict</td>
</tr>
<tr>
<td>INTS 4936</td>
<td>International Law and Human Rights</td>
</tr>
<tr>
<td>INTS 4941</td>
<td>Human Rights and International Organizations</td>
</tr>
<tr>
<td>INTS 4928</td>
<td>Topics in International Law</td>
</tr>
<tr>
<td>INTS 4363</td>
<td>Discrimination and Minorities</td>
</tr>
</tbody>
</table>

*Plus approved courses from the Sturm College of Law*

**Political Economy and Human Rights**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4210</td>
<td>Multinational Corporations</td>
</tr>
<tr>
<td>INTS 4370</td>
<td>Political Economy of Globalization</td>
</tr>
<tr>
<td>INTS 4428</td>
<td>Political Economy of Human Rights</td>
</tr>
<tr>
<td>INTS 4957</td>
<td>Global Poverty and Human Rights</td>
</tr>
<tr>
<td>INTS 4374</td>
<td>The Ethical Foundations of Global Economic Policy</td>
</tr>
<tr>
<td>INTS 4955</td>
<td>The Human Trafficking Clinic</td>
</tr>
<tr>
<td>INTS 4468</td>
<td>Politics of Development</td>
</tr>
<tr>
<td>INTS 4734</td>
<td>Homeland Sec &amp; Civil Soc</td>
</tr>
<tr>
<td>INTS 4851</td>
<td>Theories of Non-Violence</td>
</tr>
<tr>
<td>INTS 4852</td>
<td>Theories of Non-Violence II</td>
</tr>
<tr>
<td>INTS 4939</td>
<td>Human Rights: Genocide</td>
</tr>
<tr>
<td>INTS 4947</td>
<td>Human Rights and National Security</td>
</tr>
<tr>
<td>INTS 4753</td>
<td>Intelligence and National Security</td>
</tr>
<tr>
<td>INTS 4599</td>
<td>Ethics and International Affairs (Summer only)</td>
</tr>
<tr>
<td>INTS 4626</td>
<td>Civil Resistance</td>
</tr>
<tr>
<td>INTS 4928</td>
<td>Topics in International Law</td>
</tr>
<tr>
<td>INTS 4987</td>
<td>Forced Labor and Human Trafficking (required)</td>
</tr>
<tr>
<td>INTS 4051</td>
<td>Statistical Methods II</td>
</tr>
<tr>
<td>INTS 4052</td>
<td>Statistical Methods III</td>
</tr>
<tr>
<td>INTS 4966</td>
<td>Applied Field Methods</td>
</tr>
<tr>
<td>INTS 4500</td>
<td>Social Science Methods</td>
</tr>
<tr>
<td>INTS 4955</td>
<td>The Human Trafficking Clinic (open only to Human Trafficking Clinic Associates)</td>
</tr>
<tr>
<td>INTS 4936</td>
<td>International Law and Human Rights (3 credits)</td>
</tr>
</tbody>
</table>

Methodology Concentration

Select four of the following: 20

- INTS 4051 Statistical Methods II
- or INTS 4057 Statistics for International Affairs
- INTS 4052 Statistical Methods III
- INTS 4391 Financial Management and Fundraising of Non-Profits
- INTS 4497 International Campaign Management
- INTS 4954 Human Rights Research and Design
- INTS 4955 The Human Trafficking Clinic (open only to Human Trafficking Clinic Associates)
- INTS 4966 Applied Field Methods
- INTS 4500 Social Science Methods
- INTS 4576 Seminar: Community Based Research
- Plus other Methodology/Statistics/Skills courses upon approval.

Project Analysis, Management and Evaluation

- INTS 4333 International Project Analysis
- INTS 4342 Project Management
- INTS 4633 Int'l Project Evaluation

Conflict Resolution

- INTS 4920 Conflict Resolution
- CRES 4221 Negotiation Theory and Practice
- CRES 4222 Mediation Theory and Issues (Prerequisite: INTS 4920)
- CRES 4225 Conciliation and Reconciliation (Prerequisite: CRES 4222)
- Other CRES courses with permission of the Conflict Resolution Institute Co-Directors, Prof. Karen Feste or Prof. Tamra Pearson d'Estrée

Emphasis (skills) requirements

Statistics/Methodology/Skills/Project Analysis: choose 5 courses (25 credits)
Statistics
Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4050</td>
<td>Statistical Methods I (required)</td>
</tr>
<tr>
<td>INTS 4057</td>
<td>Statistics for International Affairs</td>
</tr>
<tr>
<td>INTS 4051</td>
<td>Statistical Methods II (required)</td>
</tr>
<tr>
<td>INTS 4052</td>
<td>Statistical Methods III</td>
</tr>
<tr>
<td>INTS 4057</td>
<td>Statistics for International Affairs (combines Statistics I &amp; II - requires permission &amp; GRE Quantative score of 600+)</td>
</tr>
</tbody>
</table>

Methodology
Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4500</td>
<td>Social Science Methods</td>
</tr>
<tr>
<td>INTS 4966</td>
<td>Applied Field Methods</td>
</tr>
<tr>
<td>INTS 4632</td>
<td>Qualitative Research Methodologies: Working with Denver Immigrants and Refugees</td>
</tr>
</tbody>
</table>

Skills
Select three of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4391</td>
<td>Financial Management and Fundraising of Non-Profits</td>
</tr>
<tr>
<td>INTS 4394</td>
<td>Non-Profit Issues &amp; Techniques (Prerequisite: INTS 4391)</td>
</tr>
<tr>
<td>INTS 4955</td>
<td>The Human Trafficking Clinic (only open to Human Trafficking Clinic Associates)</td>
</tr>
<tr>
<td>INTS 4576</td>
<td>Seminar: Community Based Research</td>
</tr>
<tr>
<td>INTS 4591</td>
<td>Advcd Fundraising Workshop</td>
</tr>
<tr>
<td>INTS 4709</td>
<td>Topics in Int'l Studies</td>
</tr>
<tr>
<td>INTS 4345</td>
<td>The Art of Forecasting</td>
</tr>
<tr>
<td>INTS 4579</td>
<td>International Futures: Global Change and Development</td>
</tr>
</tbody>
</table>

Project Analysis
Select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4333</td>
<td>International Project Analysis</td>
</tr>
<tr>
<td>INTS 4342</td>
<td>Project Management</td>
</tr>
<tr>
<td>INTS 4633</td>
<td>Int'l Project Evaluation</td>
</tr>
</tbody>
</table>

Elective requirements

Minimum number of credits required for degree: 90

Non-coursework Requirements:
- Foreign Language Proficiency: Required
- Internship: Required (0-5 credits)

Master of Arts in International Security

Degree Requirements

Coursework Requirements

All first-term new students must enroll in INTS 4735 and INTS 4739 (Defense Methods and Policy Analysis I and II) during their first year. Students taking 2 courses the first quarter should also take 4702, and those taking 3 courses should take 4700. Thus, a new full-time student takes U.S. Foreign Policy, Major Issues in International Security, and Defense Methods and Analysis for the first quarter. All program training core and skill enhancement courses should also be completed during the first year.

Core coursework requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4900</td>
<td>International Politics</td>
</tr>
<tr>
<td>INTS 4324</td>
<td>Int'l Political Economy</td>
</tr>
</tbody>
</table>

Specialization requirements

Complete at least 4700, 4702, 4703 during first year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4700</td>
<td>United States Foreign Policy</td>
</tr>
<tr>
<td>INTS 4701</td>
<td>US National Security Policy</td>
</tr>
<tr>
<td>INTS 4702</td>
<td>Major Issues in International Security Policy</td>
</tr>
<tr>
<td>INTS 4703</td>
<td>Security and Strategy: Classics and Current</td>
</tr>
</tbody>
</table>
Concentration requirements

Any 4000 level courses with Security, Defense, Weapons, Arms, Non-Proliferation, Conflict, Revolution, War, Terrorism, Intervention, Violence, Intelligence, Foreign Policy, Civil Resistance, Technology, Military or Diplomacy in the title apply. Students select course combinations within or across any of these areas, mindful of classes carrying prerequisites.

Emphasis (skills) requirements

Complete both classes during first year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4735</td>
<td>Defense Methods and Policy Analysis I</td>
<td>5</td>
</tr>
<tr>
<td>INTS 4739</td>
<td>Advanced Security and Defense Analysis Methods</td>
<td>5</td>
</tr>
</tbody>
</table>

Elective requirements

Remaining coursework to total 90 hrs.

Total Credits 90

Minimum number of credits required for degree: 90 hrs.

Non-coursework Requirements

- Internship: Required (0-5 credits)
- Foreign Language Proficiency: Required
- Thesis or Substantial Research Paper (SRP): Optional (0-10 credits)

Master of Arts in International Studies

Degree Requirements

Coursework Requirements

Core coursework requirements

International Studies Core

Choose one course from the following list. The course should be outside of the student’s chosen field.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4324</td>
<td>Int'l Political Economy</td>
</tr>
<tr>
<td>INTS 4349</td>
<td>Comparative Public Policy and Finance</td>
</tr>
<tr>
<td>INTS 4370</td>
<td>Political Economy of Globalization</td>
</tr>
<tr>
<td>INTS 4501</td>
<td>Comparative Politics: States and Societies in the 21st Century</td>
</tr>
<tr>
<td>INTS 4599</td>
<td>Ethics and International Affairs</td>
</tr>
<tr>
<td>INTS 4715</td>
<td>Problems and Challenges of Democratization in Contemporary Democracies</td>
</tr>
<tr>
<td>INTS 4890</td>
<td>Revolutions and State Building: Forgotten Movements for Emancipation</td>
</tr>
<tr>
<td>INTS 4900</td>
<td>International Politics</td>
</tr>
<tr>
<td>INTS 4951</td>
<td>Comparing International Societies</td>
</tr>
</tbody>
</table>

Specialization (field) requirements

Students must choose one field from below and complete 4 courses (20 credits) within that field

International Politics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4900</td>
<td>International Politics</td>
</tr>
</tbody>
</table>

Three other courses in International Politics. For questions in this field, see Jack Donnelly or Susan Rivera.

Comparative Politics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4501</td>
<td>Comparative Politics: States and Societies in the 21st Century</td>
</tr>
</tbody>
</table>

Three other courses in Comparative Politics. For questions in this field, see Martin Rhodes or Susan Rivera.

International Political Economy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4310</td>
<td>International Trade</td>
</tr>
<tr>
<td>INTS 4320</td>
<td>Int'l Monetary Relations</td>
</tr>
<tr>
<td>INTS 4324</td>
<td>Int'l Political Economy</td>
</tr>
</tbody>
</table>

Plus a fourth course. For questions in this field, see Rachel Epstein.

Political Theory

Any four of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4599</td>
<td>Ethics and International Affairs</td>
</tr>
<tr>
<td>INTS 4802</td>
<td>Foundational Ideas in Social Science: Marx and Weber</td>
</tr>
<tr>
<td>INTS 4804</td>
<td>Realism and Democracy</td>
</tr>
<tr>
<td>INTS 4820</td>
<td>Democracy and War: Socrates, Thucydides, and Today's America</td>
</tr>
</tbody>
</table>
For questions in this field, see Alan Gilbert.

**Concentration requirements**

A three-course (15 credits) concentration. Students may design a customized concentration with the approval of Student Affairs. Students are only required to have one concentration, but may do two if they wish. Course descriptions are available at https://portfolio.du.edu/issta.

**Emphasis (skills) requirements**

Methodology/Skills. A package of three courses (15 credits) from the various methods and skills courses offered at the Josef Korbel School and, with permission, from other units at the University of Denver. The list below contains examples of the types of courses that students may choose and do not exhaust the possibilities. The best choices for each student will depend on that student's career goals.

### Quantitative Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4501</td>
<td>Comparative Politics: States and Societies in the 21st Century</td>
</tr>
<tr>
<td>INTS 4052</td>
<td>Statistical Methods III</td>
</tr>
<tr>
<td>INTS 4057</td>
<td>Statistics for International Affairs</td>
</tr>
<tr>
<td>INTS 4333</td>
<td>International Project Analysis</td>
</tr>
<tr>
<td>INTS 4345</td>
<td>The Art of Forecasting</td>
</tr>
<tr>
<td>INTS 4575</td>
<td>Systems Thinking for Social Scientists</td>
</tr>
<tr>
<td>INTS 4633</td>
<td>Int'l Project Evaluation</td>
</tr>
</tbody>
</table>

### Management and Communications Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4342</td>
<td>Project Management</td>
</tr>
<tr>
<td>INTS 4391</td>
<td>Financial Management and Fundraising of Non-Profits</td>
</tr>
<tr>
<td>INTS 4394</td>
<td>Non-Profit Issues &amp; Techniques</td>
</tr>
<tr>
<td>INTS 4555</td>
<td>Professional Communications</td>
</tr>
<tr>
<td>INTS 4557</td>
<td>Cross-Cultural Communications</td>
</tr>
</tbody>
</table>

### Issue-Oriented Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4423</td>
<td>Introduction to Epidemiology</td>
</tr>
<tr>
<td>INTS 4483</td>
<td>Practical Applications in Global Health</td>
</tr>
<tr>
<td>INTS 4493</td>
<td>Humanitarian Aid in Complex Emergencies</td>
</tr>
<tr>
<td>INTS 4735</td>
<td>Defense Methods and Policy Analysis I</td>
</tr>
<tr>
<td>INTS 4736</td>
<td>Strategic Intelligence Data Collection and Analysis</td>
</tr>
<tr>
<td>INTS 4739</td>
<td>Advanced Security and Defense Analysis Methods</td>
</tr>
<tr>
<td>INTS 4954</td>
<td>Human Rights Research and Design</td>
</tr>
</tbody>
</table>

### Qualitative and Field Methods

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4010</td>
<td>Epistemology</td>
</tr>
<tr>
<td>INTS 4966</td>
<td>Applied Field Methods</td>
</tr>
</tbody>
</table>

**Elective requirements**

Remaining coursework to total 90 hrs.

**Total Credits**: 90

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### Minimum number of credits required for degree: 90 hrs.

**Non-coursework Requirements**

- Foreign Language Proficiency: Required
- Internship: Optional but strongly recommended (0-5 credits)
- Thesis or Substantial Research Paper (SRP): Optional (0-10 credits)

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**Master of Arts in International Studies with A Concentration in Comparative Politics**

**Degree Requirements**

**Coursework Requirements**

**Core coursework requirements**

International Studies Core

Choose one course from the following list. The course should be outside of the student’s chosen field.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4324</td>
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</tr>
<tr>
<td>INTS 4349</td>
<td>Comparative Public Policy and Finance</td>
</tr>
<tr>
<td>INTS 4370</td>
<td>Political Economy of Globalization</td>
</tr>
<tr>
<td>INTS 4501</td>
<td>Comparative Politics: States and Societies in the 21st Century</td>
</tr>
<tr>
<td>INTS 4599</td>
<td>Ethics and International Affairs</td>
</tr>
<tr>
<td>INTS 4715</td>
<td>Problems and Challenges of Democratization in Contemporary Democracies</td>
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<td>Revolutions and State Building: Forgotten Movements for Emancipation</td>
</tr>
<tr>
<td>INTS 4900</td>
<td>International Politics</td>
</tr>
<tr>
<td>INTS 4951</td>
<td>Comparing International Societies</td>
</tr>
</tbody>
</table>

**Specialization (field) requirements** 20

Students must choose one field from below and complete 4 courses (20 credits) within that field:

**Comparative Politics**

- INTS 4501 Comparative Politics: States and Societies in the 21st Century

Three other courses in Comparative Politics. For questions in this field, see Martin Rhodes or Susan Rivera.

**Concentration requirements** 15

A three-course (15 credits) concentration. Students may design a customized concentration with the approval of Student Affairs. Students are only required to have one concentration, but may do two if they wish. Course descriptions are available at https://portfolio.du.edu/issta.

**Emphasis (skills) requirements** 15

Methodology/Skills. A package of three courses (15 credits) from the various methods and skills courses offered at the Josef Korbel School and, with permission, from other units at the University of Denver. The list below contains examples of the types of courses that students may choose and do not exhaust the possibilities. The best choices for each student will depend on that student’s career goals.

**Quantitative Courses**

- INTS 4501 Comparative Politics: States and Societies in the 21st Century
- INTS 4052 Statistical Methods III
- INTS 4057 Statistics for International Affairs
- INTS 4333 International Project Analysis
- INTS 4345 The Art of Forecasting
- INTS 4575 Systems Thinking for Social Scientists
- INTS 4633 Int'l Project Evaluation

**Management and Communications Courses**

- INTS 4342 Project Management
- INTS 4391 Financial Management and Fundraising of Non-Profits
- INTS 4394 Non-Profit Issues & Techniques
- INTS 4555 Professional Communications
- INTS 4557 Cross-Cultural Communications

**Issue-Oriented Courses**

- INTS 4423 Introduction to Epidemiology
- INTS 4483 Practical Applications in Global Health
- INTS 4493 Humanitarian Aid in Complex Emergencies
- INTS 4735 Defense Methods and Policy Analysis I
- INTS 4736 Strategic Intelligence Data Collection and Analysis
- INTS 4739 Advanced Security and Defense Analysis Methods
- INTS 4954 Human Rights Research and Design

**Qualitative and Field Methods**

- INTS 4010 Epistemology
- INTS 4966 Applied Field Methods

**Elective requirements** 20

Remaining coursework to total 90 hrs.

**Total Credits** 90
Minimum number of credits required for degree: 90 hrs.

Non-coursework Requirements

- Foreign Language Proficiency: Required
- Internship: Optional but strongly recommended (0-5 credits)
- Thesis or Substantial Research Paper (SRP): Optional (0-10 credits)

Master of Arts in International Studies with A Concentration in Humanitarian Assistance

Degree Requirements

Coursework Requirements

Core Coursework Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4324</td>
<td>Int’l Political Economy</td>
</tr>
<tr>
<td>INTS 4349</td>
<td>Comparative Public Policy and Finance</td>
</tr>
<tr>
<td>INTS 4370</td>
<td>Political Economy of Globalization</td>
</tr>
<tr>
<td>INTS 4501</td>
<td>Comparative Politics: States and Societies in the 21st Century</td>
</tr>
<tr>
<td>INTS 4496</td>
<td>Field Operations for Humanitarian Assistance</td>
</tr>
<tr>
<td>INTS 4599</td>
<td>Ethics and International Affairs</td>
</tr>
<tr>
<td>INTS 4715</td>
<td>Problems and Challenges of Democratization in Contemporary Democracies</td>
</tr>
<tr>
<td>INTS 4890</td>
<td>Revolutions and State Building: Forgotten Movements for Emancipation</td>
</tr>
<tr>
<td>INTS 4900</td>
<td>International Politics</td>
</tr>
<tr>
<td>INTS 4951</td>
<td>Comparing International Societies</td>
</tr>
</tbody>
</table>

Required Field Courses

Two required courses (to be taken in the winter quarter after acceptance)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4496</td>
<td>Field Operations for Humanitarian Assistance</td>
</tr>
<tr>
<td>INTS 4581</td>
<td>Introduction to Humanitarian Systems</td>
</tr>
</tbody>
</table>

And two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4056</td>
<td>Information Management in Human Crises</td>
</tr>
<tr>
<td>INTS 4492</td>
<td>Health and Humanitarian Aid</td>
</tr>
<tr>
<td>INTS 4583</td>
<td>International Protection in the Humanitarian Context</td>
</tr>
<tr>
<td>INTS 4935</td>
<td>Humanitarian Law of Armed Conflict</td>
</tr>
</tbody>
</table>

Elective Requirements

At least three courses in one of the following tracks:

Management/Operations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4184</td>
<td>Cost Benefit Analysis</td>
</tr>
<tr>
<td>INTS 4342</td>
<td>Project Management</td>
</tr>
<tr>
<td>INTS 4391</td>
<td>Financial Management and Fundraising of Non-Profits</td>
</tr>
<tr>
<td>INTS 4394</td>
<td>Non-Profit Issues &amp; Techniques</td>
</tr>
<tr>
<td>INTS 4497</td>
<td>International Campaign Management</td>
</tr>
<tr>
<td>INTS 4555</td>
<td>Professional Communications</td>
</tr>
<tr>
<td>INTS 4557</td>
<td>Cross-Cultural Communications</td>
</tr>
<tr>
<td>INTS 4920</td>
<td>Conflict Resolution</td>
</tr>
</tbody>
</table>

Monitoring, Evaluation and Analysis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4057</td>
<td>Statistics for International Affairs</td>
</tr>
<tr>
<td>INTS 4332</td>
<td>Data Analysis and Development</td>
</tr>
<tr>
<td>INTS 4333</td>
<td>International Project Analysis</td>
</tr>
<tr>
<td>INTS 4423</td>
<td>Introduction to Epidemiology</td>
</tr>
<tr>
<td>GEOG 3130</td>
<td>Advanced Geographic Information Systems</td>
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<tr>
<td>PPOL 4400</td>
<td>Analytical &amp; Critical Skills</td>
</tr>
</tbody>
</table>
Policy/Advocacy

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>INTS 4497</td>
<td>International Campaign Management</td>
</tr>
<tr>
<td>INTS 4931</td>
<td>International Organizations</td>
</tr>
<tr>
<td>INTS 4934</td>
<td>Intervention: Policies &amp; Pract</td>
</tr>
<tr>
<td>INTS 4936</td>
<td>International Law and Human Rights</td>
</tr>
<tr>
<td>INTS 4937</td>
<td>Human Rights and Refugee Systems</td>
</tr>
<tr>
<td>INTS 4941</td>
<td>Human Rights and International Organizations</td>
</tr>
<tr>
<td>INTS 4987</td>
<td>Forced Labor and Human Trafficking</td>
</tr>
<tr>
<td>INTS 4495</td>
<td>Civil Wars and International Responses I: Causes and Consequences: Prevention and Peacemaking</td>
</tr>
<tr>
<td>INTS 4595</td>
<td>Civil Wars and International Responses II: Post-War Peacebuilding</td>
</tr>
<tr>
<td>CPSY 4500</td>
<td>International Disaster Psychology: Foundations</td>
</tr>
</tbody>
</table>

CPSY 4606 Gender-based Violence

Total Credits 90

1 Only 1 non-INTS course may be counted towards the Certificate. Only 1 elective may be double-counted towards a degree.

Minimum number of credits required for certificate: 90

Non-coursework Requirements

- An internship (150 hours) with an organization, whose core work includes international humanitarian assistance or humanitarian policy/advocacy, is required for the Humanitarian Assistance Certificate. These are usually completed by students in the summer between the first and second years of the MA program. Students arrange their own internship placements but should consult with the HA program director for ideas and approval. Internships must also be approved by the JKSIS Office of Career and Professional Development before the internship starts.

Master of Arts in International Studies with A Concentration in International Economics

Degree Requirements

Coursework Requirements

Core coursework requirements

International Studies Core

Choose one course from the following list. The course should be outside of the student’s chosen field. 5

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<td>International Politics</td>
</tr>
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<td>INTS 4951</td>
<td>Comparing International Societies</td>
</tr>
</tbody>
</table>

Specialization (field) requirements 20

Four courses in the field as specified below.

International Political Economy

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>INTS 4310</td>
<td>International Trade</td>
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<tr>
<td>INTS 4320</td>
<td>Int'l Monetary Relations</td>
</tr>
<tr>
<td>INTS 4324</td>
<td>Int'l Political Economy</td>
</tr>
</tbody>
</table>

Plus a fourth course.

For questions in this field, see Rachel Epstein (chair of the IPE field).

Concentration requirements 15

A three-course (15 credits) concentration. Students may design a customized concentration with the approval of Student Affairs. Students are only required to have one concentration, but may do two if they wish. Course descriptions are available at https://portfolio.du.edu/issta.

Emphasis (skills) requirements 15
Methodology/Skills. A package of three courses (15 credits) from the various methods and skills courses offered at the Josef Korbel School and, with permission, from other units at the University of Denver. The list below contains examples of the types of courses that students may choose and do not exhaust the possibilities. The best choices for each student will depend on that student’s career goals.

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<td>International Project Analysis</td>
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<td>The Art of Forecasting</td>
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<tr>
<td>INTS 4575</td>
<td>Systems Thinking for Social Scientists</td>
</tr>
<tr>
<td>INTS 4633</td>
<td>Int’l Project Evaluation</td>
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### Management and Communications Courses

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<tr>
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<tbody>
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### Issue-Oriented Courses

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</tr>
</tbody>
</table>

### Qualitative and Field Methods

<table>
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<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>INTS 4010</td>
<td>Epistemology</td>
</tr>
<tr>
<td>INTS 4966</td>
<td>Applied Field Methods</td>
</tr>
</tbody>
</table>

**Elective requirements**

20

Remaining coursework to total 90 hrs.

**Total Credits**

90

**Minimum number of credits required for degree: 90 hrs. (72 for Peace Corps PCMI students)**

**Non-coursework Requirements**

- Foreign Language Proficiency: Required
- Internship: Optional but strongly recommended (0-5 credits)
- Thesis or Substantial Research Paper (SRP): Optional (0-10 credits)

**Master of Arts in International Studies with a Concentration in International Politics**

**Degree Requirements**

**Coursework Requirements**

**Core coursework requirements**

**International Studies Core**

Choose one course from the following list. The course should be outside of the student’s chosen field.

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</table>
### Specialization (field) requirements

Students must choose one field from below and complete 4 courses (20 credits) within that field.

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
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<tr>
<td>INTS 4950</td>
<td>International Politics</td>
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Three other courses in International Politics. For questions in this field, see Jack Donnelly or Susan Rivera.

### Concentration requirements

A three-course (15 credits) concentration. Students may design a customized concentration with the approval of Student Affairs. Students are only required to have one concentration, but may do two if they wish. Course descriptions are available at https://portfolio.du.edu/sssta.

### Emphasis (skills) requirements

Methodology/Skills. A package of three courses (15 credits) from the various methods and skills courses offered at the Josef Korbel School and, with permission, from other units at the University of Denver. The list below contains examples of the types of courses that students may choose and do not exhaust the possibilities. The best choices for each student will depend on that student’s career goals.

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### Elective requirements

Remaining coursework to total 90 hrs.

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</table>

Total Credits 90

**Minimum number of credits required for degree: 90 hrs.**

**Non-coursework Requirements**

- Foreign Language Proficiency: Required
- Internship: Optional but strongly recommended (0-5 credits)
- Thesis or Substantial Research Paper (SRP): Optional (0-10 credits)
Master of Arts in International Studies with a Concentration in Political Theory

Degree Requirements

Coursework Requirements

Core coursework requirements
International Studies Core
Choose one course from the following list. The course should be outside of the student's chosen field. 5

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Specialization (field) requirements
Political Theory
Any four of the following courses: 20

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<tbody>
<tr>
<td>INTS 4599</td>
<td>Ethics and International Affairs</td>
</tr>
<tr>
<td>INTS 4802</td>
<td>Foundational Ideas in Social Science: Marx and Weber</td>
</tr>
<tr>
<td>INTS 4804</td>
<td>Realism and Democracy</td>
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<td>Democracy and War: Socrates, Thucydides, and Today's America</td>
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For questions in this field, see Alan Gilbert.

Concentration requirements
A three-course (15 credits) concentration. Students may design a customized concentration with the approval of Student Affairs. Students are only required to have one concentration, but may do two if they wish. Course descriptions are available at https://portfolio.du.edu/issta. 15

Emphasis (skills) requirements
Methodology/Skills. A package of three courses (15 credits) from the various methods and skills courses offered at the Josef Korbel School and, with permission, from other units at the University of Denver. The list below contains examples of the types of courses that students may choose and do not exhaust the possibilities. The best choices for each student will depend on that student's career goals. 15

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INTS 4954  Human Rights Research and Design

Qualitative and Field Methods
INTS 4010  Epistemology
INTS 4966  Applied Field Methods

Elective requirements
Remaining coursework to total 90 hrs.

Total Credits

Minimum number of credits required for degree: 90 hrs.

Non-coursework Requirements
- Foreign Language Proficiency: Required
- Internship: Optional but strongly recommended (0-5 credits)
- Thesis or Substantial Research Paper (SRP): Optional (0-10 credits)

Doctor of Philosophy in International Studies with a Concentration in Comparative Politics

Degree Requirements
Coursework Requirements

Core coursework requirements
International Studies Core: Choose four courses.

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<td>INTS 4900</td>
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Plus one Political Theory course from the following list:

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<tr>
<td>INTS 4820</td>
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<tr>
<td>INTS 4821</td>
<td>Early Modern Political Theory</td>
</tr>
<tr>
<td>INTS 4515</td>
<td>19th-Century Political Theory</td>
</tr>
<tr>
<td>INTS 4544</td>
<td>Classics in Comparative Politics: Weber and Durkheim</td>
</tr>
<tr>
<td>INTS 4822</td>
<td>Contemporary Political Thought</td>
</tr>
<tr>
<td>INTS 4599</td>
<td>Ethics and International Affairs</td>
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</tbody>
</table>

Specialization (field) requirements

Students are required to take five courses in each of two fields, as specified below.

For the Comparative Policy focus, students must complete the following courses:

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<tr>
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</tr>
<tr>
<td>INTS 4327</td>
<td>Advanced Issues in International and Comparative Political Economy</td>
</tr>
<tr>
<td>INTS 4349</td>
<td>Comparative Public Policy and Finance</td>
</tr>
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</table>

PLUS two additional courses in Comparative Politics

Consult with Martin Rhodes and Tim Sisk before selecting your CP courses.

The second field must be one of these below:

1. International Politics (IP)

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<tr>
<td>INTS 4900</td>
<td>International Politics</td>
</tr>
<tr>
<td>INTS 4903</td>
<td>Social Construction of International Society</td>
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</table>

PLUS three additional courses in International Politics.

Consult with Jack Donnelly and Karen Feste before selecting your IP courses.

2. International Political Economy (IPE)

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INTS 4327  Advanced Issues in International and Comparative Political Economy
INTS 4370  Political Economy of Globalization
INTS 4324  Int'l Political Economy

For questions or problems in this field, see Rachel Epstein and Martin Rhodes.

International Relations (IR) (from AYE2013-2014)

INTS 4648  Theories of Security in World Politics
INTS 4320  Int'l Monetary Relations
INTS 4903  Social Construction of International Society
INTS 4327  Advanced Issues in International and Comparative Political Economy
PLUS one additional course from approved list (available for fall 2013)

Political Theory (PT)

INTS 4820  Democracy and War: Socrates, Thucydides, and Today's America
INTS 4821  Early Modern Political Theory
INTS 4822  Contemporary Political Thought
INTS 4821  Early Modern Political Theory
And one additional Political Theory course. For questions regarding this field, see Alan Gilbert or Micheline Ishay

Emphasis (skills/methodology) requirements 2

INTS 4010  Epistemology 5
INTS 4499  National Security and Defense Transformation 5
INTS 4500  Social Science Methods 5

Elective requirements, if applicable 50

All other electives to total 135 hrs. most students coming in with an MA degree are also able to transfer in a maximum of 45 quarter hrs., leaving them with a minimum of 90 credit hrs. to complete.

Total Credits

1  The International Politics (IP) and International Political Economy (IPE) fields are being merged into a new International Relations field but only for students entering the PhD program from AY2013-14. For students already in the program IP and IPE remain separate fields.

2  Methodology training beyond these required courses is a matter of individual needs and interests, and students should consult their advisor or potential dissertation committee chair and members about available options. A limited fund is available to fund students to study at methods courses outside of DU, at for example, methods summer schools. Awards for this purpose will be made on a competitive basis and only when students and their advisors can prove that such training is vital for completion of the Ph.D. dissertation.

Minimum number of credits required for degree: 135 hrs.

Non-coursework Requirements

• Please note that PhD students are required to write TWO extended research papers during their period of fulfilling course work requirements. Each paper should be written in ONE of your two fields. Each field will attach different requirements to these papers, and in some fields there will be particular advanced classes for which these papers should be written. But all fields will require that students demonstrate a capacity for independent research in writing the extended research papers. Please note that at some point the titles of these papers and the courses for which they are written should be included in your Program Statement

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• Comprehensive Written Exams: An 8 hr. comprehensive exam is given to each student upon complete of their coursework. Students must test in 2 fields (in this case, one will be Political Theory; the other will be the students 2nd field). One week after the written exam a 1.5 oral exam is given for each field made up of 3 tenured faculty members in each field.

• Students cannot progress towards prospectus stage until they successfully pass both fields. Prospectus must have approval/signature of all Korbel committee members.

• Final Dissertation: Prior to submitting the final dissertation for graduation, students must successfully pass an oral defense of the dissertation comprised of a minimum of 3 tenured Korbel faculty and one tenured outside chair from another department.
# Doctor of Philosophy in International Studies with a Concentration in International Economics

## Degree Requirements

### Coursework Requirements

#### Core coursework requirements

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<td>INTS 4501</td>
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#### Specialization (field) requirements

Students are required to take five courses in each of two fields, as specified below.

For the International Political Economy focus, students must complete the following courses:

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For questions or problems in this field, see Rachel Epstein and Martin Rhodes.

The second field must be one of these below: 1

**International Politics (IP)**

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PLUS three additional courses in International Politics.

Consult with Jack Donnelly and Karen Feste before selecting your IP courses.

**Comparative Politics (CP)**

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<td>Comparative Public Policy and Finance</td>
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PLUS two additional courses in Comparative Politics

Consult with Martin Rhodes and Tim Sisk before selecting your CP courses.

**International Relations (IR) (from AYE2013-2014)**

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And one additional Political Theory course. For questions regarding this field, see Alan Gilbert or Micheline Ishay

#### Emphasis (skills/methodology) requirements

2
INTS 4010  Epistemology  5
INTS 4499  National Security and Defense Transformation  5
INTS 4500  Social Science Methods  5

**Elective requirements, if applicable**  
50

All other electives to total 135 hrs. Most students coming in with an MA degree are also able to transfer in a maximum of 45 quarter hrs., leaving them with a minimum of 90 credit hrs. to complete.

**Total Credits**  
135

---

1. The International Politics (IP) and International Political Economy (IPE) fields are being merged into a new International Relations field but only for students entering the PhD program from AY2013-14. For students already in the program IP and IPE remain separate fields.

2. Methodology training beyond these required courses is a matter of individual needs and interests, and students should consult their advisor or potential dissertation committee chair and members about available options. A limited fund is available to fund students to study at methods courses outside of DU, at for example, methods summer schools. Awards for this purpose will be made on a competitive basis and only when students and their advisors can prove that such training is vital for completion of the Ph.D. dissertation.

**Minimum number of credits required for degree: 135 hrs.**

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**Doctor of Philosophy in International Studies with a Concentration in Political Theory**

**Degree Requirements**

**Coursework Requirements**

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International Studies Core: Choose four courses.

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Courses

INTS 4010 Epistemology (5 Credits)
An introductory course covering philosophy and history of science, epistemology, causality, and the logic of inquiry as related to international studies. The relation between theory and practical politics is explored, and differences between empirical and normative theory are examined in the context of foundational principles of politics and social science.

INTS 4020 Preparing a Grant Proposal (5 Credits)
An intermediate course on methodological issues in scientific data analysis. Topics include the logic of hypothesis testing, modes of gathering data, sampling, experimental and non-experimental design, index construction, bivariate and multivariate techniques, and causal inference fallacies. Prerequisite: INTS 4050.

INTS 4050 Statistical Methods I (5 Credits)
An introductory course featuring statistical reasoning, probability, sampling, statistical inference, nominal and ordinal measures of association, and correlation. Open only to students with no prior background in statistics.

INTS 4051 Statistical Methods II (5 Credits)
An intermediate course covering survey research methods, analysis of variances, t-test, correlation, and various methods in multivariate analysis, such as regression, time series, and causal models. Prerequisites INTS 4050.

INTS 4052 Statistical Methods III (5 Credits)
This course will serve as continuation of Statistical Methods II. This will be an applied, non-calculus based course on statistical techniques used in nonparametric and multivariate analysis. Emphasis will be on applications and data analysis using the statistical software package SAS. Prerequisite: INTS 4051 or equivalent.

INTS 4053 Statistical Methods IV (3,5 Credits)
This course is the fourth in a series of statistical methods courses. The first two cover the basic concepts in statistical analysis from descriptive statistics up through multiple regression analysis. The third course covers popular multivariate techniques and the writing/critiquing of empirical research papers. Emphasis in this fourth course is on broad applications of statistics as they relate to policy decision making. Prerequisite: INTS 4052 or equivalent.

INTS 4054 Qualitative Research in Developing Contexts (5 Credits)
Researchers investigate qualitative research to promote accuracy and justice in developing contexts. Students employ a variety of media to examine indigenous research, institutional review boards and human subject research, critical and performance ethnography, arts-based inquiry, narrative inquiry, Foucault, the ethics and strategies of on-line research, cultural and investigative poetics, and/or the politics of evaluation. Using sustainability lenses including scale, geography, issues of equity and justice, different ways of measuring social wellbeing, micro- and macroeconomic signals (i.e., prices or taxes) which affect research, as well as the effects of spirituality and cultural beliefs, students identify needed reforms. The environment is active, highly participative and experiential.

INTS 4056 Information Management in Human Crises (5 Credits)
Accurate, reliable and timely data collection, processing, analysis and dissemination (four steps in information management) are critical for the effective implementation of both development and humanitarian programs. In humanitarian responses, there are numerous challenges to managing information in what may be a rapidly evolving situation. This course introduces students to the theory of information management and its application in the humanitarian context.

INTS 4057 Statistics for International Affairs (5 Credits)
A first course in statistics taught at an accelerated pace. This course combines materials typically offered in an introductory course and an intermediate course. Topics include statistical reasoning, probability, statistical inference, measures of association, survey research methods, analysis of variance and regression. There are no prerequisites but students are expected to have reasonably strong quantitative skills.

INTS 4058 Applied Time-Series Analysis (5 Credits)
This course serves as an introduction to time-series analysis techniques including longitudinal, cross-sectional and panel data analysis. Topics include moving averages, exponential smoothing, time-series decomposition, model identification and estimation, ARMA and ARIMA models, repeated measures models and intervention analysis. Panel data analysis includes fixed effects and random effects models. Emphasis is on computer applications (using Stata) and interpretation of results. Prerequisites: INTS 4051 or INTS 4057 or permission of instructor.

INTS 4141 Domestic/Int'l Conseq:Drug War (5 Credits)
Domestic and international policy and the impact of the drug war on both.

INTS 4142 After the Fall: Russia & China (5 Credits)
Provides analysis of the historical rise of Russia and China, and their complex inter-relationship and interaction with the United States and the world.
INTS 4147 American Govt & Pol. Making (5 Credits)
Examines governmental fragmentation affects and policies and examines how policy issues engage different segments of the government.

INTS 4151 History, Culture, and Conflict (5 Credits)
An introductory course examining how and why historians develop diverse interpretations of events and periods. Methods of analyzing evidence, selecting research material, and supporting arguments are discussed and evaluated in assessments of selected historical cases. Methodological ties between the historiographic approach and social sciences including anthropology and psychology, as well as the study of gender are also drawn.

INTS 4180 Third World Foreign and Defense Policy (5 Credits)
This course explores common issues in the defense policy of Third World countries. Topics covered include definitions of national interest and security, military organization and planning, domestic order, repression and human rights, war termination and reconstruction, regional conflict and alliances, military assistance, arms proliferation, and external intervention.

INTS 4181 History of American Diplomacy (5 Credits)
Course examines the development of diplomacy as a tool in the relationship between the US and its allies and adversaries, and how that diplomacy has evolved as the country changed and grew.

INTS 4183 Arms Control (5 Credits)
INTS 4184 Cost Benefit Analysis (5 Credits)
Cost Benefit Analysis (CBA) is an assessment method that quantifies in monetary terms the costs and benefits of alternative public policies, programs, or projects. After taking this course, students will be able to design and carry out cost-benefit analyses and cost effectiveness analyses. This course covers the conceptual and microeconomic foundations of cost-benefit analysis as a public decision making tool. However, the main focus is on the practical steps and techniques involved in an actual cost-benefit analysis. Students learn practical methods of market and non-market valuation of benefits and costs of the proposed public policies, programs, and projects. Students learn how to discount future streams of costs and benefits so as to measure and compare the net social benefits of alternative public policies, programs or projects. In this course, students learn practical ways of recognizing and dealing with risks and uncertainties in the valuation of benefits and costs of alternative public policies, programs, or projects. Students carry out sensitivity analysis to show the sensitivity of the results of the cost-benefit analysis to changes in the values of critical variables. Some selected case studies of cost-benefit analyses are used to enable students to learn and apply various concepts, principles, theories, and methods in conducting cost-benefit analyses. This class can be taken for 3 or 5 credit hours. Students who take this class for 3 credits are required to design a Cost-Benefit Analysis. Students who take this class for 5 credits are required to design and complete a Cost-Benefit Analysis.

INTS 4185 Environmental Impact Assessment (5 Credits)
Students have the option of taking this course for 3 or 5 credit hours. Those students who take this for 5 credits are required to complete an environmental impact assessment project. This is a practical course aimed at equipping students with the skills necessary to design and carry out environmental impact assessments and prepare environment impact statements. Environmental Impact Assessment (EIA) is a set of appraisal techniques that use a systematic, holistic and multi-disciplinary approach to assess the potential impacts of a planned project on the environment in advance, thereby allowing avoidance measure to be taken. This course focuses on the legislative requirements and the methodology of environmental impact assessment to achieve sustainable development goals. This includes analyzing the role of public consultation and participation in order to ensure the quality, comprehensiveness and effectiveness of the EIA. This course is useful for those who are planning to serve as Peace Corps volunteers, project managers, public policy analysts, consultants, and professionals in global security, environmental law, public health, international development, international administration, environment and natural resources management, and international trade. This course uses lectures, homework problem sets, in-class exercises and case studies from various fields to equip students with very useful and practical skills to design and carry out environmental impact assessments and prepare environmental statements.

INTS 4210 Multinational Corporations (5 Credits)
The emergence of sweeping new legal rights for MNCs in relation to their foreign direct investment and cross-border trading activities under the avalanche of bilateral investment treaties negotiated in the last few decades and under multilateral conventions such as NAFTA represent what many have termed “revolutionary” changes in the nature of state sovereignty as it relates to state-investor relations. That expansion of investor/MNC rights in relation to state sovereignty has thus seemingly reached a point calling for re-examination of the nature and appropriate scope of MNC rights, as well as the nature of MNE accountability and responsibilities which are the flip side of such rights.

INTS 4250 Outbreak of War (5 Credits)
An introductory course examining the history and theory of the causes of war. Focuses on historical accounts of World War I and critiques weaknesses and strengths of theoretical writings on the causes of war. Topics include psycho-logical approaches to conflict; the role of the state in war. crisis management, and intelligence failures; bureaucracy and linkage politics; and ideology.

INTS 4303 Econometrics for Decision Making I (5 Credits)
The first course in a two course sequence in Applied Econometrics. Introduces basic probabilistic techniques for the quantitative analysis of economic and social data and their application to international public policy decision making. Prepares students to: compile and analyze data sets; build and test regression models; interpret and critically evaluate applied econometric studies; and conduct their own applied econometric research using computerized statistical packages. Prerequisite: INTS 4051 or INTS 4057.

INTS 4304 Econometrics for Decision Making II (5 Credits)
Continuation from Econometrics I. The purpose of this course is to critically review the classical regression models and introduce students to some more recent models in order to analyze data and test relevant hypotheses in economics, IPE and related social science disciplines. The course provides students with the tools necessary to conduct and critically evaluate empirical analysis in these fields. Prerequisite: INTS 4303.
INTS 4310 International Trade (5 Credits)
An intermediate course analyzing causes and consequences of international trade. Classical, neo-classical, and product-cycle models included. Topics include international specification, terms of trade of developed and less-developed countries, distribution of gains from trade, instruments and uses of commercial policy, nominal and effective protection, and theory of customs unions and economic integration. Prerequisites: macro and micro economics.

INTS 4318 Applied Research in International Economics (5 Credits)
The purpose of this course is to critically review the literature in political economy and introduce students to some recent empirical work to analyze data and test relevant theories and hypotheses in political economy, IPE and related social science disciplines. The course provides students with the tools necessary to conduct and critically evaluate empirical analysis in these fields. Two data sets are handed out during the course and students analyze them. The final paper deals with a substantive empirical issue.

INTS 4319 Governing the Global Economy: The Effectiveness of Multilateral Economic Institutions (5 Credits)
Multilateral Economic Institutions are the primary mechanisms by which the global economy is governed when it is governed at all. This course examines the institutions and theoretical foundations that are at the center of this system of global governance by studying their history, sources of authority, and ideological underpinnings. Simultaneously, each multilateral economic institution/regime is examined from an empirical perspective in order to determine the impact of these institutions and whether or not they are accomplishing their respective tasks in the governance of the global economy. The course is both theoretical and empirical and there is a bias to the course - it is that the MEIs are among the most written about and least understood institutions in the global economy. In addition, the course also examines the practical reality of multilateral economic negotiations through an examination of recent attempts to govern segments of the global economy; including international trade, finance, and climate.

INTS 4320 Int'l Monetary Relations (5 Credits)
An intermediate course examining history of the monetary system, foreign exchange rates, balance of payments analysis, and adjustment processes under different exchange systems, current status problems, and prospects for reform. Prerequisites: macro and micro economics.

INTS 4324 Int'l Political Economy (5 Credits)
The course examines 3 contrasting visions of international political economy: economic security, trade and finance. Required for all INTS majors.

INTS 4327 Advanced Issues in International and Comparative Political Economy (5 Credits)
This course examines the spread of global capitalism in the late 20th and early 21st centuries. Although recent economic phenomena are frequently characterized as features of "globalization," we will go beyond an assessment of increased cross-national interactions. Rather, the focus will be on the apparently growing willingness of states to choose privatization, liberalization and denationalization in the economic sphere. It is possible that the elevation of markets since the 1970s has signaled the end of the liberal compromise that was struck at the close of World War II and that allowed at least the advance industrialized states to protect their populations against economic downturns. Whether this is the case will be a central theme throughout the quarter. The bulk of the course deals with processes, most of which originate in Western Europe and North America, but that have global effects. We begin by exploring the origins of international capital mobility and then assess one possible domestic political consequence of it, namely the spread of an anti-inflation orthodoxy and the institutionalization of central bank independence. Next, we will take stock of the state of international trade and the degree to which it has truly been liberalized. We will also explore some possible causes of the turn to freer trade. Also under "processes," we will read competing accounts of why states have increasingly chosen privatization, liberalization and denationalization in everything from the way they fund their pension systems to their method of organizing finance. In this connection, the course covers international institutions and assesses the extent to which they have successfully promoted liberalizing strategies in a range of settings. But we will also look at competing theories of policy diffusion that suggest liberalizing trends are not orchestrated by any single set of institutions or states. Rather, theories of diffusion posit that there are social or competitive forces that have advanced privatization, liberalization and denationalization. In addition to the substantive emphasis on liberalization, the course will focus on research strategies, as students will be required to write a research paper on a topic of their choosing during the quarter. Each week we will discuss a distinct aspect of developing a research paper. Topics include how to formulate the research question, Hypothesis development and testing, appropriate sources and accounting for alternative explanations. We will discuss these topics both with respect to students' papers as they evolve but also in relation to the readings assigned in a given week.

INTS 4328 European Post-Communist States (5 Credits)
Course studies countries previously under communist regimes, and the economic struggles they face, as well as future challenges.

INTS 4330 International Business Transactions (5 Credits)

INTS 4332 Data Analysis and Development (5 Credits)

INTS 4333 International Project Analysis (5 Credits)
An advanced course in techniques of proposal assessment, implementation, and evaluation. Emphasis on computerized benefit-cost analysis, including methods adopted by the World Bank and other donor agencies. Projects drawn from industry, agriculture, and public health sectors used as cases for study. Prerequisites: INTS 4010 and 4055.
INTS 4339 Microfinance and Sustainable Development (3.5 Credits)
This class provides an overview of the principles of microfinance and its role in sustainable approaches to international development. The course introduces students to the main business models of microfinance, leading microfinance institutions (MFIs) around the globe, typical products and services, and how microfinance has evolved over 25 years. In addition, we examine both NGO and for-profit organizational structures, and how they balance development and financial sustainability. Topics include: How "microcredit" evolved in poverty alleviation, and how it became "microfinance; Lending methodologies that allow MFIs to deliver credit at large scale to poor clients; Challenges to measuring social impact and development outcomes; Commercialization of microfinance, and how the push to access private sector capital has financed global expansion and competition; How social entrepreneurship continues to innovate new strategies around the globe; Whether NGO microfinance organizations can serve the poor as efficiently and at the same scale as profit-driven MFIs, and conversely, whether for-profit MFIs can achieve the same development impact as NGOs; How different target clients and organizational structures influence the business choices microfinance organizations make to balance financial sustainability and development; Challenges and opportunities, including those facing NGOs that blend microfinance with other development approaches. While many see microfinance as a powerful tool for eradicating global poverty, questions remain about its impact, efficacy, and whether it will continue targeting the poorest of the world's population as an increasingly market-driven strategy. We review the fundamentals of microfinance, how commercialization has created more efficient and sometimes regulated financial institutions, and the distinction between "financial services for the poor" and "microfinance as poverty alleviation." In addition, we review microfinance's appeal to donors, its growth and expansion around the globe, and the challenges of such growth for individual MFIs. Each week, we examine a different microfinance organization (MFI) to understand its development strategy (target clients, products and services, organizational structure), and its business strategy for reaching financial sustainability. In addition to the readings and case studies, we have occasional guest speakers from the industry. Students work in small groups to research an individual MFI and present it to the class.

INTS 4341 Illicit Markets in Latin America (5 Credits)
This course applies the understandings of International Political Economy (IPE) to the study of illicit market activity in the western hemisphere. While sociologists, criminologists, legal scholars and law enforcement agencies have all contributed substantially to this area of study, IPE has only recently been applied. So what can this approach contribute? Through IPE, we can place illicit market activity within the larger structure of trade and monetary relations, the rise of the informal sector and the existence of economic and other inequalities in particular regions. We can consider the nature and impact of North-South relations and the process of structural adjustments as advised by international financial institutions. Further, we can evaluate the overall function and effectiveness of law enforcement, governing institutions and international organizations in controlling illicit market activity. Finally, through IPE, we can consider the ideational context of participation in illicit market activity.

INTS 4342 Project Management (5 Credits)
Course introduces the skills and techniques to be a successful project manager.

INTS 4345 The Art of Forecasting (5 Credits)
Course defines forecasting techniques and expert systems. Will cover Delphi techniques, expert systems, modeling and economic forecasting.

INTS 4348 European Integration (5 Credits)
Provides students with in-depth knowledge of politics, institutions and development of the EU from its origins to present day.

INTS 4349 Comparative Public Policy and Finance (5 Credits)
Course aims to provide in-depth treatment of the question "why do size, form, financing, and distributive outcomes of government differ so greatly across nations?".

INTS 4350 Economic Development (5 Credits)
Deals with financial and economic problems faced by developing societies.

INTS 4353 Environment and Sustainable Development (5 Credits)
INTS 4355 Finance and Development (5 Credits)
An advanced course which examines the relationship between financial system organization and economic performance. The political economy of financial innovation, liberalization and globalization, state-finance-industry relations, micro-lending, stock markets and regional financing are discussed with reference to Latin America, Asia and African countries.

INTS 4356 Economic Analysis - Emerging Financial Markets (5 Credits)
Examines economic financial markets and their impact on international financial structures.

INTS 4357 Advanced Issues in the Political Economy of International Monetary Relations (3.5 Credits)
This seminar focuses on new areas of research and policy debate in the international and domestic political economy of the monetary system. The topics discussed include the following: the role of power, ideology and conflict in the global financial system; the political economy of sovereign risk and credit rating agencies; the political economy of sovereign wealth funds; the future of territorial currencies; the implications for state power and policy effectiveness of offshore finance, virtual monies and money laundering; and the efficacy of strategies involving the accumulation of high levels of official reserves. The material in this seminar assumes that students already understand the workings of the international financial system. Prerequisite: INTS 4320.

INTS 4362 Gender and Health (5 Credits)
INTS 4363 Discrimination and Minorities (5 Credits)
INTS 4364 Global Poverty and Human Rights (5 Credits)
This course explores the many dimensions of global poverty and human rights and well-being of people around the world. Three particular areas are emphasized and explored in detail. The first is the exact dimensions and extent of globalization. The second is the exact nature of another complex thought called poverty. The third area explores the connections between globalization, poverty, and human rights. After rigorous discussion of the conceptual foundations, we focus on the U.N. millennium development goals for poverty reduction in particular. At the end we will be able to explore the analytical foundation of alternative policies, strategies and evaluate these for formulating alternative strategies addressing human rights issues and global poverty reduction.

INTS 4366 Reproductive Health (5 Credits)
This course introduces students to the wide tangle of social issues surrounding reproductive and sexual health today. We begin with an in-depth look at the historical and cultural variations in definitions of reproductive and sexual health in order to provide important background for the various medical, legal, ethical, political, issues that inform reproductive health programs and policies. We end with a topical focus on HIV/AIDS and a look at international health programs designed to address reproductive health in “vulnerable” populations. The course necessarily vacillates between examining the local and the global at both micro and macro levels in order to cover both the current knowledge about sexuality and reproduction and the broader social impact of advances in reproductive health technology.

INTS 4367 Global Health Affairs (5 Credits)
Introductory survey class for all students interested in intersection of international affairs and global health and security, development and economics.

INTS 4368 HIV & AIDS in International Affairs (5 Credits)
Upon completion of the course, students will understand (a) the concept of global health security; (b) HIV/AIDS as an epidemiological phenomenon; (c) the political, economic and social contexts of HIV/AIDS in specific regions of the world; (d) HIV/AIDS as a threat to security and gender; (e) security considerations of HIV/AIDS impacts in development and as a human right.

INTS 4369 Pol Econ of Global Inequality (5 Credits)
The main purpose of this course is to understand the underlying causes of inequality and poverty in the world. In order to do this, we look at the relationship between economic growth, poverty, and inequalities in several different dimensions. First, the process of sustainable grown itself is analyzed. Second, the implications of different types of growth for income distribution and poverty are studied. Finally, the implications of such inequalities for human welfare in developing economies in particular are studied. After an initial exploration of the income-based measures of poverty and inequalities we focus on the more recently developed social capabilities approach developed by Amartya Sen and others.

INTS 4370 Political Economy of Globalization (5 Credits)
An introductory course on the nature of global economic integration in the postwar period, including contending theoretic perspectives, and several applied issues and policy dilemmas such as the evolving nature of firms (e.g. globalization of production), the "new international of labor," and the status of national sovereignty/policy autonomy in an integrated world economy, politics and markets, and currents themes in political economy.

INTS 4372 Great Books in Political Economy (5 Credits)
This course investigates several contemporary approaches to Political Economy, ranging from institutionalist to Marxist, anti-essentialist, and (postmodernist) feminist thought. Rather than attempt to survey quickly a lot of literature, we carefully read a limited number of influential (and provocative) texts that present a range of perspectives with which most students are largely unfamiliar. These are very challenging texts, and students must be prepared to spend a good bit of time on the assigned readings weekly.

INTS 4374 The Ethical Foundations of Global Economic Policy (5 Credits)
This seminar course explores the contending ethical theories that underlay contemporary debates over global economic policymaking. We explore the ethical foundations of neoclassical, Austrian, institutionalist and Marxian and economic theory (including utilitarianism, welfarism, libertarianism and egalitarianism) in order to better understand why and how these diverse economic theories generate distinct policy prescriptions. For example, we examine the controversy over “free trade” versus “fair” trade that is now at the center of policy debate in the U.S. and across the globe, and explore the contending ethical theories that inform this debate. This is a reading intensive seminar. We examine central works of Amartya Sen, Milton Friedman, Robert Nozick, Michael Walzer, and other leading economists and political theorists.

INTS 4378 Terrorism, Transportation, and Homeland Security (5 Credits)
This course is designed to introduce students to the critical role that transportation plays in homeland security. Transportation is one of the most important critical infrastructures because society and economy are totally dependent upon the efficient movement of freight and people. Not surprisingly, terrorists, on numerous occasions and in many countries, have launched attacks against aircraft, ships, railway stations, airports and other transportation facilities. In the U.S. the devastating 9/11 attack proved to be a turning point and led to fundamental changes in the struggle against terrorism, including the largest governmental reorganization in many decades, the creation of the Department of Homeland Security and its Transportation Safety Administration. In this course, students analyze the degree to which a safe and secure transportation system for goods and people has emerged. Accordingly the course deals with such topics as the contemporary structure and role of transportation, the nature of the terrorist threat, including the potential of the weapons that are or might become available (ranging from WMD’s to suicide bombers to cyber-attacks), the difficulties inherent in safeguarding such facilities as airports, rapid transit, railroads, and seaports, the efficacy of the policies that have been implemented and the kinds of changes that might further enhance transportation and homeland security.
INTS 4379 Gender and Development (5 Credits)
This course is concerned with how and why gender matters in outcomes and impacts of planned and unplanned development. It is also concerned with gender as a human rights issue and the equity and ethical dimensions of development planning. Beyond these practical implications, the course engages theoretical and ideological underpinnings for the gendered structures of economic, political, and social power encountered in a wide range of economic and social development contexts. Throughout the quarter, the class examines interactions among structural and cultural (including ideational) factors that together comprise and construct gendered environments. Structural and cultural factors are, at the least, mutually reinforcing, and may be mutually constitutive. The class investigates the ways in which each set of economic and social transformations broadly encompassed within a human-rights or human-development approach to international development. The class also engages interacting dimensions of change, including economic, social, political, physical environmental, and human biological dimensions. The class explicitly examines all interactions across scales from global to local. If we were looking for a label for this approach, it could be called “gendered political ecology.” We could also use a term coined by Dianne Rocheleau and others, “feminist political ecology,” which suggests the need to examine the responsibilities, freedoms, and control of resources, together with the varying forms of agency, strategy, and tactic deployed by women (often in partnership with men) to redress these inequalities. The class considers numerous cases from the Global South, and some from the Global North. These case studies immerse us in the diversity and complexity of gender and development interactions and in the “grounded agency” (Radcliffe 2006) through which women and men attempt to secure livelihoods – that is, “making a living and making living meaningful” (Bebbington 2000) – to enjoy long and healthy lives, and to participate in full citizenship. These cases also illustrate myriad patterns of gender construction across ethnicity, class, age, marital status, and other differences among women and men. This is a policy-oriented course. The class explores the ways in which the gendered division of labor and resources, and the socio-cultural construction of masculinities and femininities, influence perceptions, formulation, and implementation of development policies and practices. The class traces the differential impacts of development policies and initiatives on women, men, and gender relations in the developing world as well as efforts to target women through more gender-sensitive development initiatives. Ultimately, this course considers how ideologies and institutions of global development might yet enable women’s empowerment and facilitate equity in a deeply unequal and interconnected world.

INTS 4382 Environmental Economics (5 Credits)
Course covers current environmental issues and topics, and their effects on the environment.

INTS 4384 Middle East and U.S. Security (5 Credits)
The course will examine current US strategies toward the Middle East, terrorism, and how Homeland Security in US will respond.

INTS 4386 Transnational Migration in the Americas (5 Credits)
The course examines movement of various nationalities from other nations into North, South and Central America.

INTS 4389 Global Water Resources (5 Credits)
Course investigates major water resource issues impacting developed and developing countries.

INTS 4391 Financial Management and Fundraising of Non-Profits (5 Credits)
This course will introduce students to the legal, governance and financial structures that enable non-profit organizations to function effectively. It will also provide a practical orientation to financial management issues, such as budgeting, financial reporting, and independent audits. Finally, a comprehensive presentation will be given of the fundraising methods needed to sustain the viability of non-profit organizations. These methods include: annual campaigns, direct mail, special events, major gifts, corporate fundraising, foundation grants, and planned giving. The course combines exploration of the general conceptual issues with an emphasis on practical "how-to’s" and skill building.

INTS 4392 Non-Profit Issues & Techniques (5 Credits)
Nonprofit management issues and techniques looks at current NGOs and issues in working with corporations.

INTS 4396 Education and Development (5 Credits)
Education is a major component of the human capital. It is both an indicator and a driver of an improved quality of life. Developed economies have already achieved high in terms of the average education of their populations. Most of the middle income and some low-income countries have also succeeded in enrolling a high percentage of their children in elementary schools, thanks to the internationally coordinated emphasis in this sector in the sixties and seventies of the last century. On the flip side, some of the developing regions are still struggling to provide basic education to a large share of their school age population. Research on economic growth and development has established a close connection between the economic performance of a country and the level of education of its population. These results have prompted a resurgence of focus on education in the global development agenda. From the Jomtien conference on Education for All (EFA) in 1990 to the Millennium Declaration, the world community has set targets on universal primary and gender balances at the higher levels of education. Despite the thrust on national commitment on education, supported by international efforts like the EFA/Fast Track Initiative, there still remains some inertia and uncertainties on issues like equity of access along different dimensions of deprivation - gender being an important one, balancing the demand and supply of education, the relative importance of basic education for capability creation and social cohesion versus mid-level education for knowledge diffusion or higher education for knowledge generation. Discussion of these issues in a regional comparative context is important in understanding and suggesting education policies for developing countries. This course is primarily intended for students who have a broader interest on human capital development, and specific interest on educational policies and their outcomes. Students with a general interest on development policies and developing economies would also find the course beneficial. It is expected that, after actively participating in the course, the students gather or enhance their understanding of the major education policy issues and debates in the context of developing countries. Students will also identify the best practices by analyzing the national education policies of some of the high performing countries and regions in the developing world. Students use this knowledge to examine the national and international education policy initiatives and develop their own recommendations as necessary.
INTS 4397 The Environment, The Economy, and Human Well-Being (5 Credits)
In this course we explore the role of the environment plays in society and the determination of human well-being. A core premise of the course is that the human economy is embedded within the broader context of human society, which in turn is embedded within a natural environment. The natural environment provides a variety of goods and services, which through interactions between the environment, individuals, and society, contribute to human well-being. Some of these services are directly used by people. Others contribute indirectly by allowing for the continued provision of other services. As such, any discussion of human well-being and development that ignores the natural environment is inherently problematic. We will specifically adopt an economic perspective, but one that goes well beyond that of conventional neoclassical economics. This course is intended to provide a basic foundation upon which students are able to build. Through the research paper and presentation, each student has the opportunity to explore in more depth an issue of specific interest to them.

INTS 4399 Issues in Global Economics and Financial Security (5 Credits)
The course discusses global economic and financial security issues through the prism of the current crisis and its aftermath. We begin by developing the analytical framework and they applying it to key countries/regions. We consider the causes, the policy responses and prospects. We look at ways of ensuring global monetary and financial stability, including appropriate policies to ward off financial crises and asset prices bubbles. Other key topics, including food and energy security and the role of finance in promoting development, are also discussed as time permits. The focus is on applied economics and finance, and their importance as analytical tools in policy discussions on economic security and development. This course is less narrowly technical, more policy and political economy oriented, but nonetheless appropriate for students concentrating in global markets, development, finance and trade. These are a few guest speakers on special topics, in addition to answering questions about career choices and professional development.

INTS 4403 Post-Communism Transition (5 Credits)
This course examines post-communist transition, the process of EU enlargement, and the prospects for integrating East and West. Europe’s recent transformation raises a number of critical questions concerning variation in democratic and economic outcomes across post-communist Europe, the relationship between democratic governance and free market enterprise, and the geo-strategic underpinnings for creating a sustainable peaceful European order. In keeping with these themes, the course will examine the literature on the politics leading up to the revolutions of 1989, study competing approaches to understanding transition, explain a wide variety of political and economic outcomes, and consider the prospects for enduring European integration in the aftermath of EU enlargement. Because the course poses several puzzles, we take an eclectic approach that draws on both the comparative politics and international relations literatures. In this connection, we address multiple dimensions of transition and integration - political, economic, and geo-strategic. Together, these readings and meetings will provide participants with a clear sense both of how individual states have fared in the transition and why, and the implications of continuing integration for the changing balance of power within Europe and globally.

INTS 4410 Economic Geography (5 Credits)
Course studies location and spatial organization of economic activities at local, national and global scales. Cross listed with GEOG 4410.

INTS 4420 Contemporary African Politics (5 Credits)
Examines socio-economic and political dynamics in states of sub-Saharan Africa.

INTS 4422 International Health Organizations and Actors (5 Credits)
This course introduces students to the international health "players." Weekly seminars provide an orientation to organizations such as the World Health Organization, bilateral organizations (e.g. USAID), health Non-Governmental Organizations (e.g. Catholic Relief Services), international health foundations (e.g. Bill and Melinda Gates Foundation), and transnational corporations, (e.g. pharmaceutical companies). As an organizational pedagogy, the course analyzes these organizations in the multiple contexts of the global, national, and local systems within which they operate.

INTS 4423 Introduction to Epidemiology (5 Credits)
Decisions and policy related to global health are based on data from various disciplines such as demography, medicine, and epidemiology. Therefore, it is crucial to correctly understand and interpret what health data and the data in general tell us. This course provides the knowledge and skills required to critically assess data, and understand both strengths and limitations of data and research. This course covers the basic principles and concepts of descriptive and analytic methods in epidemiology and their application to research and practice in public and global health.

INTS 4424 Global Health Challenges (5 Credits)
This course covers the current public health challenges that shape international policy and debate within the international health community and with which international affairs experts should be familiar. Weekly class sessions will address the public health benchmark issues of nutrition, access to safe water, maternal and child health, infectious disease control, and access to essential medicines, as well as other health issues that organizations like the World Health Organization have deemed imperative to securing the foundations of long-term economic development in some of the world’s most disadvantaged regions.
INTS 4427 The Political Economy of African Development (5 Credits)
This course introduces the political economy of sub-Saharan Africa (SSA). It uses a multidisciplinary approach that draws on literature from development economics, international relations, comparative politics, sociology, and anthropology, as well as a broad range of country case studies. Prior basic knowledge of economics is an advantage, but no quantitative economics are necessary. We engage with the main theoretical and empirical debates on macro- and microeconomic aspects of the subject and examine key concepts of economic development in relation to SSA. The topics covered include the determinants of growth, industrialization, education and employment, structural adjustment, poverty reduction, and the role of foreign aid in African development. We further explore the consequences of natural resources in SSA and the region’s integration into the global political economy, and examine the socioeconomic effects of war and the success of post-conflict policies for economic development. The political and social dimensions of historically specific economic development processes form a central focus of this course. The role of the state, post-independence and in Africa today, provides a common thread across the topics, and we critically assess the dominant theories and concepts of its development, using country case studies from across the region. Gender aspects of development are discussed as a crosscutting issue, with a particular emphasis on the relations between gender and macroeconomic policy, as well as poverty. The course helps students to understand the major development challenges facing African societies today by illuminating patterns as well as diversity across the region.

INTS 4428 Political Economy of Human Rights (5 Credits)
What does one mean by human rights? What can be the political economy of such rights? These are the two central questions that we will explore in this course. The goal is to understand the underlying social, political and economic processes that led in an evolutionary sense to the present human rights discourse. The nature and implications of economic rights will be given special attention. In particular, the implications of such rights for human wellbeing in both advanced capitalist and developing economies will be studied. The social capabilities approach to rights developed by Amartya Sen and others will be extended to the understanding of human rights.

INTS 4435 Health and Development (5 Credits)
Looks at how health status of populations affects culture and environment, and also how successful development affects health.

INTS 4436 Professional Ethics and International Development (5 Credits)
Course fills the gap in professional training at GSIS: surveys rise of professions, professional ethics, ethical principles, and examines applications of principles to international affairs.

INTS 4437 American Public Opinion & Foreign Policy (5 Credits)
This course examines American public opinion and its impact of foreign policy. The course begins with an investigation of what is public opinion in general and how it is collected, analyzed and used. The primary sources of American public opinion data and analyses are identified. The course proceeds to outline the controversies of American public opinion related to foreign policy decision-making using historical perspectives and the most recent challenges from the first Iraq War to the Arab Spring. Although foreign policy is often a secondary issue for the public compared to domestic issues, in recent times it has been mostly responsible for the transition from a Republican-dominated era to the Democrats’ ascendance. A series of principles that have informed practitioners and foreign policy experts concerning American opinion related to foreign policy is examined and affirmed or debunked. Also, media and its persuasive power in opinion formation are considered. At the conclusion of the course, students should be familiar with a selection of foreign policy challenges that America has confronted in the modern era, the role of public opinion in the national decision-making and the existence of guiding principles of public opinion and their exceptions.

INTS 4438 International Public Opinion and Foreign Policy (5 Credits)
This course examines international public opinion and introduces the major international opinion trends that impact foreign affairs. The course first reviews international public opinion worldwide, then by major regions and finally a selection of leading countries. The theoretical question is how public opinion influences foreign policy in countries around the world, and if and when it does, under what conditions. Also, how international opinion affects American foreign policy, including the views of foreign publics toward America and its policies, is also examined. The course begins with an investigation of the history of collection and diffusion of international survey research, the quality of the data and the techniques used to collect it. The relationship of public opinion research and democratic government and media freedom is examined. The second part of the course outlines some of the public opinion benchmarks, their variations and similarities among countries and regions, and their change over time. A variety of the best sources of opinion data are used. Benchmarks include: level of satisfaction with the direction of own nation; satisfaction with and preferences for form of government; satisfaction with and preferences for economic system, the role of government intervention and entrepreneurial values; nationalism and approach to neighbors; attitudes toward Americans, American leadership and foreign policy; and impact of cell phones and Internet on opinion formation and collection. The course's orientation is both from an American foreign policy perspective and from the perspective of key international organizations, such as the UN, OAS, EU, etc. At the conclusion of the course, students should be familiar with the history and sources of international public opinion research, the major similarities and differences in international and regional public opinion, and the impact that it has on both American and international, multinational organization foreign policy decision-making. When available, there are guest speakers concerning the impact of public opinion on foreign policy decision makers.
INTS 4439 East Asian Security (5 Credits)
One most significant geo-political development in the 21st century is the rise of non-Western powers centers. East Asia as one of the emerging power centers has been in many respects the most critical with respect to determining the basic international trends of our times. Tensions and conflicts in this region have been frequently transmitted to that of the international system. The Russo-Japanese War, the Sino-Japanese War, the Pacific War, the Korean War, and the Vietnam War provide classical examples. The great powers have drawn East Asia into their rivalries, because this region is where the geographic reaches of the United States, Russia (the former Soviet Union), Japan, and China come into contact, and it is where the great powers have vital political, economic, and military interests. The importance of East Asia in the international arena was also enhanced by the fact that the East Asia mainland is the home of more than one-quarter of the world’s population. The geographical proximity and economic vitality have brought about frequent conflicts of political, economic, and military interests of these great powers since the late 19th century. During the recent decades, East Asia has experienced a dramatic political transformation and led the world in rapid industrialization and commercial expansion so that this dynamic area has become one of the centers of the global distribution of political, economic, and military power. In particular, the rise of China is one of the most significant developments in the world politics of the 21st century. China’s growing power and influence in East Asia raises many important questions. This course examines the evolution of international politics in East Asia with a focus on the changing security landscape of this critical important region. We trace and explain how the great powers have risen and fallen and the changing security concerns in this region. Some current regional issues, such as the building of regional security architecture, ongoing Korean nuclear crisis and cross Taiwan Strait relations, are also addressed.

INTS 4447 Making of Chinese Foreign Policy (5 Credits)
This seminar course examines and analyzes the making of foreign policy in China, a rising power in the 21st-Century. We look at and identify major driving forces behind China’s foreign policy-making, including ideational sources (historical legacy, strategic culture, communism, and nationalism), domestic and institutional sources (foreign policy making institutions, elite politics and key players), and international sources (international system and regimes). We also examine China’s strategic relations with major powers and its Asian-Pacific neighbors. This course is aimed to equip students with sophisticated understanding of the ongoing debate about the role that a rising China has played and will play in world affairs.

INTS 4450 Democracy and Militarism in Latin America (5 Credits)
Many note that even as democratization has taken place throughout Latin America, there has been a persistent and evolving role for the military, police and private security forces in many cases. The purpose of the class is to explore this apparent contradiction by examining the various internal and external pressures that have come to bear on these societies. Through approaches derived from comparative politics and international political economy we study domestic factors such as interest groups, political parties, social movements and governing institutions on one hand, and the role of international relations and organizations on the other. From this standpoint, the state becomes a mediator of internal and external pressures and is shaped by these pressures in turn. In the first half of the class, we specifically apply institutions, political realist, class analytic and market globalization perspectives to the study of the military. In the second half, we look at the interplay between democratic development and security issues in a changing global environment. This includes a study of the nature of democratization in Latin America, so heavily applauded by scholars, politicians and others, the impact of the truth and reconciliation process that emerged after the bureaucratic-authoritarian era, and the role of civil society and international organizations. In the final part of the class, we turn to the issue of citizen security amid high levels of crime, gang activity, and drug trafficking with a focus on Central America.

INTS 4453 Political Economic Development in Latin America (5 Credits)
In the first five weeks of the class we consider various theories of political economy. These include dependency, hegemonic stability, class conflict, neoclassical economic theory, and the study of institutions and international regimes. Each approach is illustrated through and examination of a historic issue in development - patterns of land ownership, the role of the military, the rise or revolutionary politics, neoliberal development and the promotion of democracy. During this time, students are asked to choose a theoretical framework as a foundation for the required research paper. A term paper prospectus including a description of the framework is due week five. In the second five weeks of the class we consider specific topics in political economic development in the last three decades or what is often called the "global era." These topics include the emergence of "uneven" development, the rise of social movements and role of civil society, transnational migration, the rise of illicit networks of trade, and U.S. foreign policy considerations. Students are encouraged to draw from this or closely related material for the subject matter of the research.

INTS 4455 Human Rights and Health (5 Credits)
This course will address current socioeconomic and international issues in addressing growing health concerns and issues, particularly in impoverished areas throughout the world. Explores relationships between health, development and human rights for both legal and social science perspectives.

INTS 4460 Nationalism, Communism, and Liberalism in China’s Rise (5 Credits)
After more than a century of decline and stagnation, China is reemerging as a great power in the twenty-first century. China’s rise to the glorious has never been easy and still faces many changes in the year ahead. This course is designed to provide students with a comprehensive understanding of China’s rise in the context of its political development. We examine how revolution, nationalism, communism and liberalism have all affected the development of modern China with a focus on the political dynamics of the People’s Republic of China (PRC) and the politics of post-Mao economic and political reform. We start by analyzing the rise of the Chinese Communist Party and its state and nation building efforts in the early years of the PRC and move on to examine the Mao’s failed socialist transformation and political campaigns (the Hundred Flow Campaign, Great Leap Forward, and the Cultural Revolution). The remainder of the course explores political dynamics of post-Mao economic and political reforms and the prospect for a democratic China. This course aims at equipping students with an analytical perspective for understanding contemporary Chinese politics.

INTS 4462 Ethnic Conflict (5 Credits)
Deals with conflict within different ethnic groups in various countries.
INTS 4465 Population, Society, and Development (5 Credits)

Population can play a key role in defining the fates of societies, yet Auguste Comte's notion that "demography is destiny" has been subject to two centuries of oversimplification, misinterpretation, and manipulation. This course seeks to reverse key misconceptions and open up new avenues of inquiry through an in-depth look at the key elements of population - population size and growth, demographic events, and population structure - and their relationship to development, security, health, the environment, and human rights. The course begins with a look at theories on the relationship between population and the fates of societies from Malthus to Marx to the present day. In doing so, we move from thinking of population change in aggregate to considering the impact of three demographic events - birth, death, and migration - that occur according to highly measurable and predictable age and sex patterns. Armed with a powerful conception of demographic change as a product of population structures and events, we explore the implications of demographic shift and long-term demographic structures for national and global outcomes under a range of political, economic, and social conditions. We will use case studies to address salient issues such as the limits to the human life span; prospects for reversing or mitigating the effects of very low fertility; the consequences of coercive solutions to population control; prospects for global migration; and the impact of HIV/AIDS on society.

INTS 4468 Politics of Development (5 Credits)

Course explores political factors and parties which affect developing nations and hinder new development.

INTS 4479 Development Assistance: Policy, Theory, and Practice (5 Credits)

Understand basic theories of economic development. Ask why certain countries/areas have achieved economic success and other have failed. Understand how overall U.S. Foreign Policy has shaped the practice of development assistance, and how this has changed since the 1950s; understand the principle drivers of development assistance. How have these changed and how these have changed from the Marshall Plan to the present? Assess why foreign assistance is important. How it worked? How and when? Where has it failed? Is there a link between development assistance and economic growth? Looking ahead: How will foreign assistance change in the next decade? What reforms are likely and desirable? While we examine foreign assistance in general, the focus of these lines of inquiry is U.S. foreign assistance.

INTS 4483 Practical Applications in Global Health (5 Credits)

This course is designed for students interested in a career in Global Health with a focus on low resource settings including humanitarian settings. This course focuses on analyzing and developing solutions to global health problems in a systematic and creative way. Students are introduced to a problem-solving paradigm and, working in small groups, apply this model to a global health issue of interest to them. In addition, we cover other critical issues that need to be considered in addressing global health issues including equity, social determinants, and health systems as well as leadership, innovation and working in multidisciplinary teams. At the completion of the course, students should be able to: apply a methodical approach to problem solving in global health; analyze the range of factors that contribute to global health problems and understand the importance for finding solutions; examine critically the implications of policy or programmatic solutions to global health problems; develop and present a program proposal.

INTS 4484 Agriculture and Sustainable Development (5 Credits)

This course provides an overview of world agriculture and an introduction to agricultural populations, politics, policy paradigms, and institutions. It contain modules in: the history of agricultural production for economic growth and food security; global distributions of (1) agricultural production regimes, (2) land (including historical and contemporary “land grabs”) and other productive factors, and (3) uses of agricultural products for food, fuel, feed, fiber, and agro-based construction materials; effects of agricultural trade on economic growth, livelihoods, and food security; relationship between humanitarian food aid and agricultural production and food security; social organization of agriculture and related productivity and human development issues, with special attention to gender; environmental constraints to agricultural sustainability and agricultural constants to environmental sustainability (climate change, water demands and conversation, agricultural energy production and consumption, causes of soil loss and degradation); technological change and innovation in agriculture; and culture and agriculture.

INTS 4485 International Economic Negotiations (5 Credits)

The purpose of the course is to explore the challenges confronting international trade and economic policy, as well as current negotiations designed to address these circumstances.

INTS 4489 Development in South Asia (5 Credits)

This course will focus on the issues, challenges, barriers, and opportunities for achieving development in South Asia. South Asia is home for a rich diversity of natural resources, social and cultural heritage, micro-climatic zones, bio-diversity, multi-ethnicity, multi-linguistic people groups, and political and economic systems. This course will help students to appreciate and understand how this diversity has been both a boon and a barrier for achieving human development including increasing economic growth, reducing poverty and income inequality and other forms of inequalities, promoting human rights, and empowering women. Although South Asia has had its own long history of civilization, it is no more isolated from the expanding wave of globalization. In this course, students will explore and research ways in which this region has been adapting and changing in response to this wave of globalization. Students will have an opportunity to research and analyze how this rapidly changing South Asia will emerge as an active player in the global political and economic development and contribute in achieving global peace, prosperity, and security.

INTS 4492 Health and Humanitarian Aid (5 Credits)

This course aims to examine current organizational standards such as the Sphere Project, best-practice scenarios from ICRC, IRC, MSF and many other humanitarian organizations, and lessons learned from recent and historical humanitarian crises. Utilizing a case-based and problem-based format, students will gain and apply knowledge through critical examination of issues and development of practical solutions.

INTS 4493 Humanitarian Aid in Complex Emergencies (5 Credits)

This course will focus on the evolution of humanitarian actions, in the context of the international system, since World War II. Complex humanitarian emergencies will be the focus. Themes will include: disasters, conflicts and humanitarian action; the political economy of conflicts and humanitarian aid; civil-military cooperation; and the impacts of humanitarian intervention on the delivery of aid. Vulnerability analysis, capacity analysis, and risk analysis will be key tools. The structure and function of EWS (early warning systems), especially in the context of famine, also will be key.
INTS 4495 Civil Wars and International Responses I: Causes and Consequences: Prevention and Peacemaking (5 Credits)

Throughout the post-cold war period and into the 21st century, the scourge of war today is seen in mostly internal conflicts fought along ethnic, religious, ideological, or economic lines that divide societies and lead to devastating armed conflict. This course investigates the problem of contemporary civil wars. This course explores theories, concepts, and empirical research in the analysis of contemporary civil wars and in-depth, student-led evaluation of specific cases. The course covers these themes: evaluation and patterns of armed conflict and war termination in the 1990s and early 2000s with a focus on methods for systematic, multi-causal conflict assessment methodologies; exploration of the processes of escalation in armed conflict and of concomitant peacemaking by international mediators; and evaluation of the concepts of "peace processes" and scrutiny of the terms of negotiated settlements in armed conflicts today. The principle learning outcomes for the course is to gain a complex and detailed understanding of the modal form of contemporary armed conflict-civil wars and concomitant international intervention by the international community (particularly the United Nations) to this form of armed conflict. Students who successfully complete the course gain an understanding of contemporary civil wars, issues in conflict duration and processes of war termination, and introduction to the scholarly and policy-relevant literature that has developed in the last two decades related to challenges of conflict prevention and of "peacemaking" or negotiation and mediation of civil war conflicts.

INTS 4496 Field Operations for Humanitarian Assistance (5 Credits)

Within a disaster response, various interrelating factors determine the ability of the humanitarian community to adequately respond. From coordination among governments, donors, non-governmental organizations (NGOs) to internal working components within an agency that drive programmatic support, the realm of humanitarian operations is a complex system that should be understood by anyone with an interest in supporting relief efforts. The main focus of this course is concentrating on the practical, specific systems that drive field operations - namely security, logistics, finance, monitoring and evaluation, human resources, administration, and advocacy that support program planning and implementation. Through understanding these components, the challenges that are encountered, and how each interrelates within an organization and the wider response community students gain a balanced understanding of humanitarian operations. While each emergency response comes with varying contextual challenges, the humanitarian imperative mandates the relief community to respond in a neutral manner based on need. Doing so, places strains on the operational systems that need to be overcome to provide quality interventions. Through this course we take an in depth look at both theoretical and practical ideals for humanitarian assistance.

INTS 4497 International Campaign Management (5 Credits)

This course will examine the principles of political campaign management and their application in a number of international political, public affairs and human rights campaigns. It will be an introduction to the tools of political campaign management: message development, survey research, audience targeting, paid and earned communications, fundraising and organizational structure. Case studies of campaigns in countries such as Sweden, the UK, and Australia will be used as examples of these techniques. Class will be comprised of lectures, discussion and some simulation exercises. Efforts will be made to bring outside specialists and experts to the class or by teleconference. Readings may include contemporary journals, periodicals, newspaper reports and excerpts from major studies of campaign and organizational management.

INTS 4498 Community, Networks, and Place in Health and Development (5 Credits)

The aim of this course is to explore global health challenges and solutions from the perspective of community and networks. Faculty presentation, global field exemplars, active participant dialogue, and students’ presentations comprise the teaching-learning strategies.

INTS 4499 National Security and Defense Transformation (5 Credits)

Change brings with it challenges – at the individual, organizational, and systemic levels. It involved behaviors and cultures with often deep-seated traditions. This course explores the scope and magnitude of the transformational forces at work in our national security and defense establishments. By its nature the course is about warfare – how the nation goes about the business of preparing, equipping, and training itself to deter and if necessary to fight traditional wars and the new kinds of challenges that might lead to armed conflict. It is also about sociology, bureaucratic politics, the role of the media, economics, healthcare, power....

INTS 4500 Social Science Methods (5 Credits)

This course focuses on issues and techniques in qualitative research methodology. This is not just an abstract course about competing conceptions in the social sciences. It is an advanced course in the practical matters and issues that underpin all research activity. It provides students with the essential basic training they will need for critically analyzing political and social science research conducted by others and, most importantly, for engaging in their own research design and prospectus and dissertation writing. For those Ph.D. students already advanced in their own research, it will allow for a critical evaluation of their own research designs and strategies. The course covers the following topics: what is a question or ‘puzzle’ in political and social science; what makes a research project feasible; causation and explanation in social science; causality and casual inference; the quantitative-qualitative debate; theory, concepts, operationalization and measurement; concepts and concept formation; the comparative method; case-oriented versus variable-oriented comparisons; identifying dependent, independent and mediating variables; selecting cases and establishing an explanation; conducting case studies; problems of selection bias; the importance of skepticism and rival hypotheses; research design and the classics: Barrington Moore, Tocqueville, Skocpol.
INTS 4501 Comparative Politics: States and Societies in the 21st Century (5 Credits)
This is a core course in the Graduate School of International Studies curriculum; it is designed to provide a basic foundation of knowledge essential to expertise in contemporary international affairs. The course critically explores theories, approaches and research methods for analyzing political processes within countries and societies around the globe. The point of departure is new approaches to governance - a term that refers to how governments and societies interrelate to manage social problems in the globalized 21st century. Why is the "inside-out" perspective of comparative politics so important to today's interdependent world? How do domestic social forces interact with political institutions and how do these interactions affect prospects for democracy, development, and conflict management? Which emerging theoretical approaches offer the most explanatory power in today's rapidly changing world? Through readings, instructor presentations, guided discussion, and multimedia curriculum resources (including an Internet-based module) the curriculum facilitates a broad overview and critical assessment of the current state of comparative politics. We explore how cutting-edge comparative politics research offers us bedrock theoretical and methodological skills for interpreting contemporary international affairs and for making policy prescriptions. Pedagogically, learning is encouraged through assignments and exercises designed to improve students' practical skills to interpret research findings and apply them to current events and policy concerns. Another feature is the extensive use of case studies to illustrate concepts and theory in today's most intriguing societies. The knowledge base gained in this class enables students to undertake more advanced graduate-level study in a wide range of topics such as development and international political economy, human rights, democratization, ethnic conflict, environmental politics, public policy, and contemporary problems of war and peace in deeply divided societies.

INTS 4502 Comparative Revolutions (5 Credits)
An intermediate course focused around the major revolutions, that occurred in England, France, 19th century Europe, and in Russia and China during the 20th century. Emphasis is placed on historical facts, key theoretical debates generated during the various social upheavals, and diverse interpretations seeking to understand the nature and causes of revolutions and their impact on societies. Prerequisites: INTS 4702.

INTS 4511 Population and Health (5 Credits)
This course will take a theoretical and empirical look at all aspects of the intersection between population and health. The course will address the power of demographic analysis - in terms of demographic patterns of disease and demographic composition of populations - can be used to understand levels of health and disease and to draw inference about program and policy effectiveness. It will look at the general role of demographic outcomes (birth, death, migration) and population growth as cause and consequence of societal patterns of health and development. Finally, it will address the specific health consequences of the reproductive process as well as the continually evolving relationship between policy and discourse that are driven by concerns over population, life-course health, reproductive health, and women's rights.

INTS 4512 Ethics in Development, Health, and Humanitarian Assistance (5 Credits)
William Butler Yeats wrote, "in dreams begins responsibility." Dreams and an imagination as to what life could be underpin ideals of development, health, and humanitarian assistance. When one confronts the world such as it is, one needs to determine what s/he feels reality could become and work to make it so. But in attempting to realize such dreams come a responsibility to act based on a set of values or ethics. These ethics guide the perception of right and wrong, black and white, which in turn dictate action. They may be legally codified as rules or remain principles which operate in conjunction with, or in opposition to, the law. This course is designed to prepare students to proactively identify personal and professional values across different actors and institutes, to assess the ethical basis of actions and programs, and to build project management strategies based on shared values.

INTS 4514 Population, Environment, and Development in Latin America (5 Credits)
This course engages the complex and interlinked dynamics of changes in population, systems of production, and the physical environment. Navigating among scales from global to local, we examine the interactions of trade regimes, markets, natural resource tenure systems, migration, livelihoods, technologies, health, and natural resource stocks. Taking a political ecology perspective, we will interrogate the distributions of wealth and power that affect control of natural resources, human well-being, and environmental sustainability. We also investigate the multiple social and cultural meanings of "natural resources" to actors who are variously positioned in terms of class, ethnicity, and gender. These dimensions of the population/environment/development nexus are examined for the following sectors: water conflicts and watershed management in the Andes; colonization, cattle, and energy development in the Amazon; non-traditional agricultural exports and aquaculture development in Central America; and forests throughout Latin America.

INTS 4515 19th-Century Political Theory (5 Credits)
This course explores the impact on political theory in the 19th-Century. The focus is on reading the main authors whose work reshaped political theory in response to the emergence of capitalism: Smith, Hegel, Marx, and Mill. The emphasis in the course is on the way in which debates over market economy begun during this period continue to shape thinking on the vital issues of political theory and the design of political institutions, issues such as: equality, inequality and poverty; the consequences of economic growth; the ethical meaning and significance of individual choice; the importance of a vibrant civil society; the implications of the liberal ideal of individual choice; the importance of a vibrant civil society; the implications of the liberal ideal of individual self-determination; and the debate over the role of government in securing welfare.
INTS 4516 Major Diseases in Global Health: From Pathophysiology to Action (5 Credits)
As future global health practitioners and policy makers, it is imperative that we each have a complete and solid understanding of the mechanisms, physiology, epidemiology, transmission patterns, and clinical impact of the major diseases affecting global health. How and when does a person transition from simple HIV infection to full-blown AIDS? Why is dracunculiasis so readily amenable to eradication whereas filariasis is not? For what populations is co-infection with HIV and TB or HIV and malaria so critical and why? On the individual patient level, how and why do certain diseases manifest so differently in resource-poor versus resource-rich or urban versus rural settings? Who are the vulnerable populations and how does disease impact them physiologically? When and where would specific program interventions work over other programs and for whom? In this course, the students develop an understanding of the etiology, agents, vectors, burden, methods of detection, basic treatment complexities, and life cycles of major diseases impacting the world. Specifically, this course details HIV/AIDS, TB, malaria, maternal/reproductive health, some protozoa, helminthes, and major parasites, chronic disease such as cancers and diabetes, and violence/trauma. As there is no shortage of amazing and interesting diseases globally, students learn a sound method of inquiry with which to address and disease process. Students also apply this method directly toward program analysis, and in the development of teaching sessions for community health workers.

INTS 4517 Politics of Deeply Divided Societies (5 Credits)
This course focuses on the politics, conflicts, and conflict transformation approaches to deeply-divided societies. While ethnic, religious, and other types of communal conflict have been around for millennia, since the decline of colonization, and especially since the end of the Cold War, such struggles seemed to have exploded onto the world scene. This course focuses on these "contemporary" ethnic, religious, racial, and other communal conflicts to better understand why and how such conflicts develop. We then examine both theory and practice on what can be done to ameliorate or remedy them. Units focus on the nature of identity and identity politics; the use of political violence to pursue identity or nationalistic goals, and nonviolent approaches to identity conflicts. We then look at alternative political and conflict-transformational approaches to such conflicts including frameworks for living together (such as consociationalism, federalism, and power-sharing), and scenarios for separation (partition or succession). We also look at the negotiation, mediation, and other peace processes that have been utilized to try to accomplish such ends, and examine which have worked better than others and (to the extent possible) why. Readings will include both case study and theoretical material. Students are required to make several short class presentations, participate actively in discussions and exercises, and prepare and present a term paper analyzing one currently destructive deeply-divided society, analyzing the cause of the current unrest, and possible remedies to that situation.

INTS 4521 International Development in Cross-Cultural Perspectives (5 Credits)
Explores cultural dimensions of economic and social change from perspectives of actors who create, promote, negotiate, and resist different agendas from global to local.

INTS 4522 Philosophy of Social Science (5 Credits)
What is the nature of social science and the knowledge that it produces? This course, which is intended to complement INTS 4500 Social Science Methodology and INTS 4010 Epistemology, introduces students to the leading mainstream perspectives on the philosophy of social science. Special attention is given to Positivism and Post-Positivism, Post-Structuralism, Pragmatism, and Scientific Realism.

INTS 4523 Islam & Democracy in the Middle East (5 Credits)
Following September 11, 2001, Islam's relationship to liberal-democratic politics has emerged as one of the most pressing and contentious issues in international affairs. In light of the Bush Administration's desire, at least rhetorically, to promote democratic regime change in the Middle East, the question of Islam's relationship to democracy is likely to remain a pressing topic for debate. This seminar course is dedicated to a critical examination of this topic. The focus is on examining the theoretical relationships between Islam, Muslim societies and liberal-democracy. The first half of the course examines the scholarly literature on the points of compatibility and friction between religion and democracy. In the second part of the course, we examine the academic literature and the major debates on Islam's relationship with liberal-democracy. The debate on secularism and its discontents in the Middle East will be thoroughly explored. With time permitting, through the use of case studies, we study "real world" deterrents to democratization and liberalization in Muslim societies.

INTS 4524 Introduction to Middle East and Islamic Politics (5 Credits)
This course is designed for students without a background in the politics or history of the modern Middle East. Beginning with the study of colonialism and imperialism in the region, we then shift to a study of the emergence of the modern Middle East state system. Then the third theme of this course explores political ideologies, both secular and religious. The final section of this course will briefly explore the theme of democratization and its discontents in the Middle East. The focus is on recent debates about democratization that have been promoted from outside the region as a means of combating tyranny within the region, particularly the perceived anti-democratic nature of political Islam. This section includes a review of current analysis of democratization. The argument for how is that some theorists relating to the culture of receptivity to ideas about democracy which are largely Western in inspiration and practice.

INTS 4525 Religion and State in Comparative Perspectives (5 Credits)
This seminar course provides an introduction to the key readings, concepts and debates on religion-state relations. While the focus is on the Western political tradition we explore the case of India and the Islamic world at the end of the course. Themes such as freedom of belief, the role of religion in the public sphere and debates over the political construction, location and meaning of secularism are examined.

INTS 4526 Modern Islamic Political Thought (5 Credits)
This seminar course explores the key writings of Muslim thinkers who have shaped Islamic political thought during the 20th Century. We begin with the writings of Jamal Eddin Al Afghani and his Egyptian disciple Muhammad Abduh. We then proceed to read from the selected writings and speeches of Hassan al-Banna (founder of the Muslim Brotherhood), Sayyid Qutb (radical Egyptian Islamist theoretician), Adul Ala Maududi (Pakistani Islamic thinker and founder of Jamaat-i Islami) and Ayatollah Ruhollah Khomeini (leader of Iran's 1979 Islamic Revolution). We also investigate some of the writings of Islamic reformist thinkers such as Abdolkarim Soroush, Nasser Hamed Abu Zayd and Khaled Abou El Fadl. The emphasis in this course is on understanding the historical and political context which has shaped Islamic political thought during the 20th Century.
INTS 4527 Women in Islam (5 Credits)
This course focuses on the role that a religion plays in shaping its followers' socio-cultural identities on the basis of their natural/physical differences, i.e. men and women. The central argument of the course is that to understand a set of beliefs and practices regarding gender relations and women's status in any religious group, one needs to examine the historical context and socio-economic bases of that particular religion. By using gender and feminist discourse as a tool of analysis this course intends to understand and explain existing perceptions, misperceptions, myths, and realities regarding Muslim women's lives in the past and present. This course begins with a historical materialist explanation of the religion of Islam and examines women's roles, rights and responsibilities as described in the religious texts, interpretations, traditions and historical sources such as the Quran, Hadith, Sunnah and Shariah. This course revolves around three major questions: what does Islam say about the roles, rights and responsibilities of Muslim women and men in its texts and teachings? How have Muslim states and communities applied original texts and early teachings while determining gender roles, rights and responsibilities over time? Why do many contradictions and variations exist in the application of the texts and teachings of Islam regarding women/ gender issues across the Muslim world today? It is expected that this course will enable students (a) to acquire knowledge of the historical contexts, textual teachings and actual practices related to women's lives in the present world of Islam; (b) to analyze existing situations and current practices regarding gender issues among Muslim communities; and (c) to compare various scholarly inquiries, feminist discourses and dissident voices of Muslim women emerging in local, national and global contexts.

INTS 4534 Topics in Middle East Politics (5 Credits)
The 2011 Arab Spring is widely viewed as a turning point in the modern politics of the Middle East and North Africa. Longstanding authoritarian regimes and dictators have fallen while others cling to power in the face of popular protests. The region is headed for uncertain waters with Islamist parties on the ascendance, liberal and secular forces struggling to assert themselves while a Western world watches these developments with a combination of hope, concern and consternation. This course is devoted to examining the Arab Spring revolutions and more broadly the changing politics of the Arab-Islamic world. We do so by collectively reading one book per week on the Arab Spring and other situations in the Middle East. Specific themes that are analyzed include the legacy of authoritarianism, the process of democratization, religion-state relations, the role of external powers and the transformation of Islamist politics. Part of the course looks at how these books have been reviewed both in intellectual and scholarly journals. This class is designed for students who seek a deeper grasp of the Middle East and a more refined understanding of the politics and history of this region. This is not an introductory course on the Middle East, Islam, or the Arab world and previous course work is assumed. Those uncertain about their status should consult with the instructor before enrolling.

INTS 4536 Economic Fundamentals: Global Applications (5 Credits)
This course provides an introduction to the methods used to analyze contemporary global economic events by examining the environment in which individual economic agents interact. We analyze what the economic problem is, how consumers and business firms make economic decisions, how markets work and how they fail, and how government public policy decisions affect individual and aggregate behavior in both domestic and international markets. A special feature of the course is the application of economic principles to real world problems.

INTS 4539 Food Security in the United States and the World (5 Credits)
This course discusses: food security in the United States (community food security, food insecurity); stunting and chronic nutritional deficiencies; global water crisis; land degradation; land deals; climate change; dictatorship and kleptocracy; economic approaches (westernized view, food justice, food sovereignty); World Food Summit; achieving food security (the agriculture-hunger-poverty nexus, biotechnology for smallholders in the (sub)tropics); risks to food security (fossil fuel dependence, genetic erosion in agricultural and livestock biodiversity, hybridization, genetic engineering and loss of biodiversity, price setting, treating food the same as other internationally traded commodities); access to basic food supplies; infant feeding; determining nutritional status; supplementary feeding; therapeutic feeding; malnutrition, nutrient requirements and sources.

INTS 4542 International Criminal Tribunal Law & Practice (5 Credits)
The International Criminal Court and the various ad hoc tribunals such as the International Criminal Tribunal for Rwanda and for the former Yugoslavia prosecute a unique and evolving set of international criminal laws designed to end the impunity of military and political leaders engaged in mass violence. The tribunals' mandate is to prosecute violations of a discreet set of laws including war crimes, genocide, grave breaches of the Geneva Conventions and crimes against humanity. Along with related domestic prosecutions, ICL is evolving rapidly. Its history is fascinating, beginning with the proposition that even in the context of the most violent of clashes, some humanitarian standards exist and violators should be held accountable. The post-World War II precedent of the Nuremberg trials was the basis of the creation of ad hoc war crimes tribunals for the former Yugoslavia and Rwanda, which themselves led to hybrid courts such as the Bosnia War Crimes Chamber, the Extraordinary Chambers for Cambodia and the International Criminal Court. In addition, many national jurisdictions have enacted enabling legislation that provides in domestic courts the jurisdiction to prosecute these crimes. This course explores the origins and development of ICL, their elements, the dilemmas ICL presents for enforcement, sovereignty, justice and political efficacy. Students pursue questions about ICL in the context of concrete cases.

INTS 4543 Religion and International Studies: The Apocalyptic Tradition (5 Credits)
The relationship between religion and international politics is an important and understudied topic. For year, religion was, at best, a handmaiden to international relations as scholars focused on state actors only. Since 9/11 this has changed in dramatic fashion because of the rise of radical Islam, the importance of the religious right in the United States and its role in Middle East politics, and a growing awareness of how religion can divide populations within states and in many regions of the world. This course begins with an evaluation of the thousand year history of religious conflict before 1648 when faith and international politics were inseparable. We study the struggles between Islam and Christianity as well as “heresy” in both of these religions which lead to events like the Protestant Reformation. We explore the role of religion in politics from the eighteenth to the twentieth centuries and conclude with readings on such topics as suicide bombing, shifting religious values, demographics, and projections on how religion will shape international politics in the 21st century.
INTS 4544 Classics in Comparative Politics: Weber and Durkheim (5 Credits)
The works of Emile Durkheim and Max Weber are the basis for most 20th century social theory in the non-revolutionary (post-Marxist) tradition. The two thinkers are in many respects rivals in their attempts to comprehend industrial capitalist society in the generation after Marx. The larger context is the whole developing tradition of modern social theory going back to Hobbes, Locke and other 17th century theorists. This course consists of intensive reading of the works of Durkheim and Weber, some reading about them, about the emergence of sociology as a discipline, and about how social theory illuminates the broader discourse of political theory and comparative politics.

INTS 4545 Disaster Logistics for Humanitarian Assistance & Security (5 Credits)
Domestic logistics integration including local, state, and federal levels, including basic understanding of military capacity. Case studies of international disaster to highlight specific logistical issues, e.g., Hurricane Katrina for coordination/communication amongst agencies, Southeast Asia Tsunami for special populations and cultural issues, Pakistan earthquake for civil-military cooperation regarding logistic supply and delivery, or Darfur for special issues of logistics during ongoing conflict. International organizations and organo-grams regarding logistics and operations, including UNJLC, OCHA, HIC, and various other agencies. Hands-on practical exercises utilizing computer simulations and/or "sand table" demonstrations of mock events. Specific issues such as: storage and warehousing, supply and transportation, distribution, procurement, fleet management, and security.

INTS 4546 Economics of Climate Change (5 Credits)
Climate change and climate change policy will affect every facet of life on Earth. From fossil fuels, to livestock production, to crop and forestry practices - human activity generates greenhouse gases. This course examines issues related to global warming and policies to abate, or adapt to, climate change. These include: modeling economic impacts of climate change, evaluating alternative analyses of climate impacts (e.g. the Stern Review, Nordhaus, Lomborg), evaluating the experience of the ETS (European Trading System), issues in the architecture of a U.S. cap-and-trade system, climate policy and leakage (trade impacts), the Green Development Mechanism (linkages with developing countries), impacts on developing countries, the potential for environmental migration, climate change and equity, food production and emission of greenhouse gases.

INTS 4547 Obama Foreign Policy (5 Credits)
This course studies the Obama Administration's approach to foreign affairs and details the extent to which the United States has become a nation in newfound waters internationally. Our scope does not limit itself to only those trouble spots around the world, but also includes the numerous allies that we become so reliant upon, as well as those we have forged newer relationships with. Students are exposed to various guest speakers and outside material in addition to texts and classroom discussion; and experience what encompasses the makeup of this Administration's foreign policy, from a front row seat.

INTS 4549 Managing Microfinance: Balancing Business with Development (5 Credits)
This course builds on the topics in "Introduction to Microfinance" and delves more deeply into the challenges of managing microfinance institutions (MFIs) and effective social entrepreneurship. How do MFIs make sure they stay in business (with good risk management and financial management) and make sure they have real social impact? How can they innovate financial services and other market-based solutions that create lasting economic opportunity or social change? Whether a market-oriented NGO or a socially-motivated business, an MFI needs a clear development strategy, a clear business strategy, and the operational tools to implement both strategies well. Regardless of legal structure, both NGO and for-profit MFIs need good management and financial information to meet both sustainability and social goals. Whether used for poverty alleviation and or banking services for the poor, there are shared characteristics among successful microfinance organizations, as well as common pitfalls and challenges. As organizations figure out the "business" side of providing loans and savings, they also need to figure out which development services have greatest benefit for clients, choose strategies for social change (e.g. basic education, health care, business skills), and assess how well those strategies are working. For example, large-scale MFIs in India and Latin America have been very successful financially, but have only recently focused on their social impact. Smaller NGOs may serve the poorest and provide many development services, yet struggle to find a viable business strategy and sustainability. MFIs share challenges faced by many development organizations: (1) How do we balance our financial and impact goals; (2) How do we choose where to invest resources for greatest impact (e.g. financial services for many or in-depth assistance for fewer?); (3) What information do we need to ensure financial transparency and accountability; (4) How do we assess social and financial performance to keep improving our business strategies? This class will use weekly readings and case studies of specific microfinance organizations to: Illustrate business challenges and specific business risks in microfinance; Review basic financial statements and key financial measures to assess financial performance and risk, for both for-profit and non-profits; Review different approaches to answering the question "are we making a difference?"; Analyze management situations of "too much profit" and "too much development"; Compare pros and cons of for-profit and HGO legal structures, and implications; Discuss governance and boards of directors, compare and evaluate approaches; Highlight examples of social entrepreneurship powering market-driven change in microfinance and other areas (mobile banking, small-scale solar electricity, etc). Cases include Adelante Foundation, BRAC, Fonkoze, Kenya Women's Finance Trust, ACCION's Center for Financial Inclusion, and others. The first half of each class focuses on a real MFI case study to highlight the issues and understand the topic; the second half on the financial implications of these risks, the financial principles involved, and how well the tools work. Students gain a better understanding of financial statements, MFI operations (with case studies from around the globe), and credit risk, as well as key principles of financial management and good governance that apply to any non-profit or social business. Recommended prerequisite: INTS 4339.

INTS 4555 Professional Communications (5 Credits)
INTS 4557 Cross-Cultural Communications (5 Credits)
This course is designed to prepare graduate students for careers as international professionals by focusing on the cultural factors that influence communication in international relations as well as the rules that proscribe and prescribe behavior. The course emphasizes culture and will explore how different cultures: perceive and interpret their surroundings, and create and communicate a shared, cultural construct of reality and identity; develop unique communication rules; and evolve culture-specific verbal and non-verbal communication behaviors. Students will immerse themselves in a particular culture (its history, values, world views and associated thought processes, religion, gender and social perception, language, and nonverbal communication) and research its communication conventions, practices, standards, core metaphors, terms, cultural premises, and meaning systems. Students are expected to demonstrate a critical and informed awareness of cultural content and identity, as well as the communication imperatives and procedural issues in their country through class presentations, discussions, and a long paper. The course rationale is that cross-cultural communication is inevitable, and without an understanding of the cultural communication imperatives, it is very difficult, virtually impossible to understand, work with, manage, or influence individuals from another culture. The course will involve theory and proven models, but will primarily focus on cultural immersion, skills development, practical applications, and case studies—exploring how culture both influences and reflects communication dynamics, how to communicate effectively in a multicultural environment, and how to manage and resolve cross-cultural conflicts.

INTS 4560 Global Change: Issues/Dynamics (5 Credits)
Significant forces reshape the socio-political world much like tectonic plates restructure the geological world. These include the Information-Communications Technology (ICT) revolution and other technological change, the demographic/agricultural transitions, financial globalization, the energy transition from fossil fuels, atmospheric carbon build-up, reshaping of value systems, and global democratization. Serious analysis of global affairs requires an understanding of these forces, the primary issues to which they give rise and the debates over country-specific and multilateral policy responses to those issues. This course surveys key forces and provides analytical tools from a broad range of disciplines to facilitate better understanding of them and the central dynamics of their interaction. It maps key issues and policy environments.

INTS 4562 Millennium Development Goals (5 Credits)
The MDGs focus attention of the global dev. community, with targets such as: poverty reduction, education and literacy needs, safe water, etc.

INTS 4563 Crisis Management & Communications (5 Credits)
This course is designed to prepare graduate students for careers as international professionals by teaching the management and communication skills and processes required before, during, and after a crisis. Students will learn how to respond to and manage crises such as: outbreaks of armed hostilities, terrorist attacks, operational accidents, critical technology events, workplace violence, environmental controversies and events, fraud and extortion, workplace harassment, competitive market assaults, punitive regulation/legislation, organized protests, religious/ethnic/political riots and incidents, serious service/product safety challenges, media exposes, adverse litigation, and catastrophic events (force majeure). According to nearly 90% of international CEO's and NGO Executive Directors, Crisis Management (CM) and the Crisis Management & Communications Plan (CM&CP) are essential and integral components of any organization's comprehensive management system, regardless of its size, nature, or location. In the current international environment, these components are imperative and involve establishing and administering processes and teams that anticipate, prevent, and resolve threats to the organization's personnel, mission, property, image, or survival. Though including theory (basic risk, contingency, and management theory), the course is primarily an applied, practical approach, one that addresses the extremely difficult challenges faced by organizations operating internationally. Students will work singly and in collaborative teams. All assignments will include written components; some will include oral presentation; most will involve cross-cultural issues. Students will demonstrate their understanding of Crisis Management & Communications by creating a comprehensive Crisis Management and Communications Plan for an organization.

INTS 4565 Advanced Quantitative International Political Economy (5 Credits)
The main purpose of this course is to understand critically some of the formally conceptual and quantitative papers in International Political Economy (IPE) and international economics. After a review of some basic theories, the course focuses on a selected list of classic and recently published papers in these fields. The basic requirements are familiarity with the fundamentals of international political economy and economics. At least Statistics II (INTS 4051) level knowledge of statistics is required.
INTS 4566 Global and Sustainable Development (5 Credits)
In recent years, the issue of sustainable development has received considerable attention from academia, governments, and international organizations. Of particular concern are countries that are heavily dependent on the export of commodities. Can sustainable development be achieved by such countries? Chocolate (cocoa) and coffee are not only among the world's most popular little pleasures, they are also among the most traded commodities. Originating in Latin America and Africa respectively, their global diffusion has influenced the culture, society and politics of developed and developing countries for decades and continues to do so today. Coffee exports (the primary source of foreign exchange for many poor countries such as Ethiopia) are valued at about 9 billion annually. 25 million people in Asia, Latin America, and Africa struggle to earn a living through coffee production, it too is a major source of income for many countries in Latin America and West Africa. Yet, many problems have been identified such as farmers unable to earn a survival wage, the exploitation of child labor, and the damage that production processes inflict upon the environment. In short, these important commodities are apparently contributing little to sustainable development. Various organizations and individuals are involved in efforts to change this situation by promoting the establishment of specialty, organic and fair trade coffee and chocolate products. The degree to which these efforts can help turn the existing situation around remains unclear but the lives of millions of people and the future of many countries hangs in the balance. This seminar is designed to address such issues. We explore the meaning of sustainable development and consider the nature of globalization and the ways in which it has shaped the cultivation and consumption of coffee and chocolate over time. In order to understand this linkage, we utilize the concept of the "commodity chain", an approach that allows us to conceptualize the nature of the international linkages, their key nodes, the distribution of power, and the ways in which external factors influence a country's development efforts. The course is divided into three parts. In the first, we cover the basic concepts and seek to answer such questions as: 1) How have the coffee and cocoa commodity chains been shaped by globalization? 2) What has been the role of key actors - producers, local traders, governments, and multinational corporations - in shaping production and consumption patterns over time? In the second part we consider three basic forces that have shaped the commodity chains - the state and its policies, culture and consumption patterns, and entrepreneurs and technology. Here the questions are: 1) How have the policies of producing and consuming states affected the commodity chains? 2) How have changes in consumption patterns reflected in the growth of Starbucks influenced the situation in developing countries? 3) How have external technologies such as transportation and communication technologies as well as internal technologies such as instant coffee changed the chains? In the third part, we focus explicitly on two dimension of sustainable development - the environmental and the socio-economic. We seek to answer such questions as 1) To what extent are contemporary patterns damaging the environment? 2) What is condition of producers and how have these changed over time? 3) How effective are fair trade and other campaigns designed to promote sustainable development?

INTS 4567 Democratization in Africa (5 Credits)
Since the mid-1970s, the world has seen an ongoing wave of democratization. Some 70 countries have undergone transitions to democracy since the 1970s, with some 40 countries having gone through such a transition in the 1990s and early 2000s. Perhaps nowhere is the "third wave" more fully felt than in sub-Saharan Africa, which has seen since the 1990s a myriad of transitions from one-party states to multiple-party democracies, as well as war-to-democracy transitions as countries today raise a number of important retrospective questions about the underlying drivers of democratization, the various paths that countries go through on the road to democracy, whether such changes are sustainable over time (and why or why not). The very word "transition" is rightly questioned: Is there a proverbial point of no return when democracy is "consolidated" and country goes from the transitional category to a fully formed democracy? While democratization may lead to peace over time, the actual process of political reform is destabilizing for societies, and that in the short term there may be real and direct threats to peace in democratizing societies as a result of the uncertainty and competition that democracy introduces into revistive social environments. In Africa, despite celebrated transitional elections and a few clear success stories (such as Namibia), democratization has been fraught with challenges, from elections as the spark to civil war or massive political violence, to corruption, fraud, and rent-seeking by elected elites, to widespread discontent over the inability of democratically elected regimes to foster socio-economic development. As well, there is a critical concern that electoral processes in Africa are often accompanied by widespread political violence. Thus, Africa's experience with democracy lies between the powerful force of liberation that guided the continent's politics in the formative years, and the uneven, non-linear, and for the most part elusive goal of "consolidation." The course explores democratization - the means and methods by which countries in recent years have moved form a non-democratic to democratic regime type. What theories, concepts, and methods should be used to understand democracy and democratization in today's complex, multiethnic societies? How does the Africa experience relate to broader theories and perspectives on democratization?

INTS 4569 Migration (5 Credits)
Migration is a fundamental feature of our lives. Indeed, every aspect of our civilization and our self-conception is shaped by the exodus of all humans from our origin as a species in Southern Africa 200,000 years ago. In our own era, the aging of western populations, the rise of new economic powers, and dramatic improvements in human capital have given rise to an era of labor migration unparalleled in magnitude and diversity, though not entirely unique. New technologies have risen to facilitate further migration, enable the transmission of resources and knowledge across borders, and create new transnational patterns of residence and livelihood that challenge our notions of nation, identity, and even the very meaning of the term migrant. To put it simply, migration is the human face of our modern era of globalization, entailing incredible costs, risks, and returns for migrants along with important impacts for host societies, and the global system. Migration comes in many varieties in terms of destruction, permanence, and level of coercion, yet common theoretical, empirical, and policy unite these different forms of mobility. This course offers a holistic view of the migration process from multiple perspectives, at multiple levels of analysis, and on multiple aspects of our world today. As a uniquely individual behavior, migration has proven over time to be notoriously unfriendly to policy, which is often ineffectual or even counterproductive. We explore this cross-cutting concern through case studies illustrating the promise and pitfalls of migration policy.
INTS 4572 The Political Economy of the Middle East (5 Credits)
This course emphasizes the economic development of the countries in North Africa and the Middle East. Students must be comfortable with Macroeconomics as presented in the introductory or principles of economics classes. Given the nature of the region under study, we cover and touch on culture, Islam, oil, Islamic Banking and Finance and other pertinent issues relevant to the region. Every student is required to write a report on one of the countries in the region and present it to the class. The course helps students to understand and discuss the relevant issues that are important to this region as well as it strategic importance to the West and the United States. The region is often associated with oil, Islam, the Palestinian-Israeli peace process-or conflict-and overall instability that takes places in different parts of the area. This instability has an impact on the world economy and our understanding of this region will enhance our understanding of the global economy. Through class discussion, reading and presentations, we focus on these issues and also use current events to highlight and extend these topics. This course also helps students identify the religious, historical, social, political, economic, and security issues that affect the region as a whole. This course also compares the economic and political developments in the region with other regions of the world.

INTS 4573 Oil and the World Economy (5 Credits)
Dating back to the 1970s, with the first and second oil shocks affecting the world economy, the world oil markets have regained center stage again and forced a number of countries, developed and developing, to search for alternatives as well as policies to reduce their dependence on oil. The world oil markets have changed from a physical market where the only players were those who received delivery of the oil to a global financial market where hedge funds and investors of all stripes are able to capture gains that they cannot capture in other markets. As a commodity market, oil has become popular for many firms to diversify their investment particularly in light of the depreciation of the U.S. dollar. This course explores the world oil markets, the role of OPEC and non-OPEC oil producers in their impact on the global economy as well as what the oil consumers and the International Energy Agency can do to help mitigate the effects of high oil prices on the world economy.

INTS 4574 China and India in Comparative Analysis (5 Credits)
This course looks at Asia's 21st century powers in comparative perspective through a multi-disciplinary analysis of China and India. It covers the different historical trajectories of these two countries over the last century, their different forms of government, and discrepancies in their achievements in administrative and social development. It also looks at the structure of their economies, growth patterns, and the role of militarization and security concerns in shaping their outlooks towards the future. A major theme of the course is to understand not only the similarities between these two nations but also how and why they differ and to what extent their futures will converge or diverge.

INTS 4575 Systems Thinking for Social Scientists (5 Credits)
The purpose of this course is to introduce students to systems thinking as an approach for understanding and analyzing real-world issues. In addition to introducing the basic principles of systems thinking, questions that will be addressed include: Why do systems behave the way they do? Why do systems resist change and often end up getting worse when we try to change them? How do you find points of leverage within a system? This course uses examples drawn from a range of issues across the field of international studies. In doing so, it illustrates how a systems perspective can allow you to see parallels between seemingly disparate issues. This course introduces both qualitative and quantitative approaches for analyzing systems and discusses the benefits and limitations of each. Quantitative, computer-based modeling is used in this course, but no background is required.

INTS 4576 Seminar: Community Based Research (5 Credits)
This course offers a weekly seminar in methods for community-based research in health, development, population, and humanitarian assistance. The course is intended as preparation for students preparing for a community-based research partnership in Delhi, Nairobi, Jerusalem, or Iquitos, Peru but is open to all students preparing to go to the field. Focus is on practical methods for gathering quantitative and qualitative data at the individual, household, village/neighborhood, facility, and total community level including "windshield observation", key informant surveys, household surveys, and gathering of secondary data from census and other government and non-government sources. Methods of data collection include Geographic Positioning System (GPS), facility/provider surveys, community governance/needs assessments, and knowledge-attitude-practice (KAP) behavioral surveys. Topics of particular emphasis include maternal and child health (MCH), water and sanitation (WASH), and primary health care (PHC). Students learn to design, revise, collect, enter, and analyze basic surveys using Excel and the Stata statistical software package. The final project for the course includes a community "desktop assessment" document and a plan for further data acquisition and analysis for the student's focus community.

INTS 4579 International Futures: Global Change and Development (5 Credits)
Futures forecasting involves making decisions about priorities. Decisions require forecasting the trajectory of a society with and without interventions of various kinds. This course involved students in the forecasting and analysis process. In the lab, students learn to use the International Futures (IFs) forecasting system. That system represents multiple issues (demographics, economics, energy, agriculture, education, health, socio-political, and environment subsystems) and is supported by a very large database. Students study the structure of each of these modules, learn how they represent the underlying subsystems, how they are linked to other subsystems, and what they tell us about the processes of change globally and in countries and regions around the world. Students use the system for forecasts and analyses of their own.

INTS 4581 Introduction to Humanitarian Systems (5 Credits)
The humanitarian field has changed significantly since the founding, in 1863, of what is now the International Committee of the Red Cross. Since the early 1990s there have been efforts to improve coordination between humanitarian actors and to improve the quality of international humanitarian response. High profile humanitarian crises such as the Rwandan genocide, the 2004 Indian Ocean Tsunami, and the Haitian earthquake have highlighted weaknesses in the system and spurred reform efforts. Through readings, class discussions, guest speakers, group work and individual assignments, students gain a better understanding of the development of humanitarian systems and policies and how these affect current humanitarian practice. Key debates in the humanitarian system are also discussed and students have the opportunity to grapple with some of the key ethical dilemmas facing humanitarians today. At the completion of the course, students should be able to: Discuss the history of humanitarianism; Recall key components of the humanitarian infrastructure; Describe the humanitarian principles, their interpretation and application; Identify ethical issues which may arise for humanitarians; Discuss the implications for humanitarian practice of key emerging challenges.
INTS 4583 International Protection in the Humanitarian Context (5 Credits)
At the conclusion of World War II after witnessing the horrific and historic loss of life, and in an effort to save future generations from the direct impact of war and conflict, the Western powers created several important legal instruments to protect civilians. These instruments are largely derived from human rights, refugee, and international humanitarian law. These initial legal instruments were later combined with additional instruments, both regional and international in scope, and are collectively and cumulatively considered the legal framework for "International Protections." After sixty years of the progressive legal and theoretical development of international protection and its practical implementation, a slow but evident shift has developed over time. Theoretically speaking, a shift from the end of the Cold War's position of absolute sovereignty to the ideals of the 1990s and the "responsibility to protect" which developed in direct response to the failed efforts of the international community to protect in Bosnia, Rwanda and other conflicts. As a result of the changing nature of conflicts, confusing mandates, ambiguous definitions, and political will, we have witnessed the failure of international protection in numerous humanitarian settings.

INTS 4587 Intell. & Military Ops (5 Credits)
Introduces concept, framework, and applications of intelligence and military operations.

INTS 4590 Civil Society and Democratization (5 Credits)
This course introduces students to the idea of civil society as a process of state-making. We explore examples that illuminate the relationship between civil society and the state in both democratic and non-democratic contexts, paying special attention to democratization and the strength of civil society. In so doing, we look at the role of state institutions, NGOs, and social movements to identify these mechanisms. Students consider the question, "Is state engagement with civil society an integral and necessary condition of democratization, and if so, how?" We consider contexts in which the state disengages from civil society and the deteriorating conditions afterwards that can result in an increase in social radicalization, as in South Africa, Colombia, and other cases. In more developed democratic countries, we investigate how this process can lead to low civic participation and ridicule of the electoral process. In the final weeks of the course, we move on to solutions for incorporating civil society into state processes in the contemporary context.

INTS 4591 Advcd Fundraising Workshop (5 Credits)
This course compliments INTS 4391, in which an overview of non-profit fundraising - along with financial management - is given. In this course, we take an in-depth look at the major methods of non-profit fundraising, namely, annual giving, special events, corporate fundraising, grant writing, major gifts, and planned giving. The teaching methodology to be employed is that each 3 hour class session is, in effect, an intense workshop on a specific fundraising topic. During each class session, a fundraising professional from the community, who is actively engaged in the particular fundraising activity being discussed, joins the professor in leading the workshop. Due to the advanced nature of this course, enrollment is limited to those who have already been introduced to the major methods of fundraising through the previous completion of INTS 4391, the concurrent enrollment of INTS 4391, or previous fundraising experience or educational pursuit in the fundraising field that is judged by the professor to be sufficient to be an active participant in this course.

INTS 4593 Knowledge for Development (5 Credits)
Knowledge plays a critical role in improving human welfare. Rapid progress in science and technology in the recent times and an increasingly inter-connected world facilitated by such progress have raised the potential for using knowledge in bringing development everywhere in the world within foreseeable future. This course examines the role of science, technology and innovation in achieving economic and social development through creation, diffusion, transfer and adaptation of knowledge within and across national boundaries. Course participants examine the role of knowledge and innovation in fostering economic growth and social development. They scan the modern science and technology challenges and opportunities especially those useful for development. They also study the various activities, institutions and policies that can help developing countries devise (or strengthen) and maintain a state of the art knowledge system. They have hands-on experience of designing a knowledge policy plan for a developing country or region. The course brings in material from various disciplines though the major focus remains on international development. It can be cross listed as a development, a technology policy or a GFTEI course. No prerequisites.

INTS 4594 Religion, Environment, and Development (5 Credits)
This course explores how religious perspectives shape relationships between humans and the placed in which they live, work, play, and worship. Students are encouraged to integrate theory and praxis by learning to deconstruct the main concepts (what is religion? environment? development?), recognize distinct world views and methods, and envision constructive possibilities for just and appropriate partnerships. In order to emphasize the diverse ways that peoples seek meaning, pursue desire, and orient themselves in the world, case studies representing a variety of cultural and geographic contexts are presented. Religion is considered as a force in promoting, resisting, and interpreting changes to the environment, both locally and globally.

INTS 4595 Civil Wars and International Responses II: Post-War Peacebuilding (5 Credits)
Today, civil wars constitute the principle, realized threat to international security (measured in lives lost). This seminar critically explores the problems to international peace and security posed by contemporary civil wars and the efforts of international - primarily, United Nations - "peace building" missions to implement negotiated settlements aimed at substantially ending such wars and preventing their recurrence. The concept of peace building seeks to capture the complex, multidimensional task of implementing the terms of settlements to end war preventing the recurrence of war, and addressing the deep-seated causes of social conflict and deep divisions that gave rise to protracted armed conflict in the first place. Furthermore, the notion of peace building have been augmented by the concept of state building, which implies that the principle strategic objective of external efforts is to help develop and create legitimate, capable states that are able to realize the provision of security and human development and to manage future social conflict through nonviolent bargaining processes and institutions. The scope of the course includes the analysis of theories, concepts and empirical research in the analysis of post-war international interventions in civil wars and in-depth, student led evaluation of specific cases. Prerequisite: INTS 4495.
INTS 4596 Mobile Technology for International Development (5 Credits)

The purpose of this course is to create awareness of the opportunities and limitations of mobile technology in the context of development challenges. We explore how mobile technology innovation around the world intersects and diverges with broader trends in Information Communication Technology (ICT) for development. For practitioners and policy makers, it is increasingly important to be familiar with mobile technologies available to support development and humanitarian assistance programs, research and policy objectives. Furthermore, with the rapid increase in mobile technology pilots around the world, it is critical to have the knowledge and tools to be able to critically assess these initiatives. This ensures that the appropriate technology investments are made by governments, the private sector, humanitarian assistance organizations and other development stakeholders to effectively, equitably and efficiently meet their goals.

INTS 4599 Ethics and International Affairs (5 Credits)

This course examines the following: social "science" and ethics, power-rivalry and capitalism versus human rights and democracy, what are the dimensions of poverty, what role does the World Bank play, "laws of people," two classes of human rights (according to Rawls), national interest, and tolerance.

INTS 4619 The Politics of Terrorism (5 Credits)

Terrorism dominates the headlines, but few people attempt to think critically about the origins and evolution of terrorist groups over the course of history. The history of terrorism, however, is rife with puzzles. What is terrorism? Why do groups take up arms against fellow civilians to effect political change? What explains the tactical choices of terrorist groups? Why do terrorist groups end? What are the most effective ways to combat terrorism? Is the "new" terrorism really new, or does it reflect continuity with terrorism in previous eras? The course takes a theoretical and historical approach, attempting to nest contemporary challenges within the broader context of terrorism as a phenomenon. To this end, the course acquaints students with the historical evolution of domestic and international terrorism while introducing students to the major theoretical approaches to the study of terrorism. The five primary goals of the course are to: (1) present leading theories and concepts for understanding terrorist behavior; (2) explore international history to evaluate theories of terrorism; (3) apply these theories to analyze current terrorist trends and make predictions about future developments; (4) provide students an opportunity to conduct research and write an original paper; and (5) allow student to deepen their knowledge about several major terrorist groups around the globe.

INTS 4621 Research and Messaging in Human Rights (5 Credits)

This course builds on topics covered in INTS 4497: International Campaign Management, and goes further in examining the role of research in campaign message development. The class places emphasis on how research and messaging has been and is used in political endeavors, both successfully and unsuccessfully, and include readings from American and international politics. Our sources cover a variety of formats, including books, journals, and newspapers, as well as the use of internet sources and movies. Excerpts from Stan Greenberg, Sasha Issenberg, and Nate Silber are also a part of course materials. Students are expected to come to class prepared to discuss the subject matter to be covered in class that day. Class participation is highly valued because much of political interaction is oral. The course is largely in seminar format, with few lectures. Prerequisite: INTS 4497.

INTS 4622 Strategy and Governance (5 Credits)

This course focuses on the variety of authorities that govern global issues (global governors) and endeavors to analyze 1) the strategy of these actors and 2) how the variety of actors engaged in a particular issue contributes to the amount and type of governance surrounding that issue. As a group students define strategy (the calculated relation of means to large ends) and what constitutes governance (creating issues, setting agendas, establishing and implementing rules or programs, and evaluating, enforcing and adjudicating outcomes), and read a variety of examples of strategy and governance on security issues (both historical and contemporary). Each student considers these concepts in the context of the strategy of a particular authority or the range of authorities relevant to a particular issue area. The intention is for each student to extract lessons relevant to future leadership roles which might call on them to connect desired ends with available means or generate collective action.

INTS 4623 Rights Based Approach to Development (5 Credits)

Human rights and development emerge as parallel approaches to confronting indignity and deprivation in their many forms. As the effects of violent conflict, global capitalism, natural disaster, and fragile states impact the lives and livelihoods of ordinary people, these two frameworks provide purpose and rationale for those wishing to alleviate suffering. Yet human rights and development have not always worked in tandem, at time quite at odds with one another. More recently, however, scholars and practitioners have attempted to identify points of overlap and complementarity in order to improve outcomes. While this remains, in many ways, not a natural partnership, strides have been made to make sense of human rights and development together: one of which proposes a rights-based approach to development. The course focuses on this hybrid by examining many of the world's most pressing problems - in the areas of democracy, gender, food, health, education, and environment - as those have been recognized as particularly fundamental to improving the welfare of a majority of the world's population. Our analysis considers these issues through the lens of each traditional route, as well as the fused third way, to draw conclusions about efficacy and appropriateness. The pragmatic implications bear on those actors engaged in human rights and development work and shape their strategies and methods. We evaluate these difficult questions while emphasizing the consequences for best practices for international and non-governmental organizations.
INTS 4624 Private Actors and Conflict (5 Credits)

General approaches to conflict focus on violence between the military forces or states. The conflicts of the last two decades, however, involved a variety of other actors: private military companies training or fighting with armies, relief workers trying to mitigate the impact of conflict on non-combatants, environmental NGOs working to lessen the impact of conflict on endangered species, multinational corporations trying to continue their business dealings, paramilitary and/or other citizen groups trying to defend their private property or other rights, criminal networks working to exploit conflict for personal gain, and terrorist networks. How do these different actors behave in conflict situations? Does their presence alter the way conflict unfolds, strategies of conflict (and conflict resolution), and/or the prospects for long-term security (peace, stability and development)? How? How do we decide whether these actors are public or private? How do today’s “private” actors in conflict compare with the past? Is this a new phenomenon or simply a return to what has been typical at numerous points in history? This course explores the questions presented by the variety of actors involved in conflict today, compare today’s situation with the past, and examine the way states and non-state actors are coming to terms with each other in conflict situations.

INTS 4625 East African Development and Human Rights (5 Credits)

For our purposes, East Africa encompasses the countries of Sudan, South Sudan, Ethiopia, Eritrea, Djibouti, Somalia, Kenya, Uganda, Rwanda, Burundi, and Tanzania. This course begins with an introduction to the cultural richness and diversity of East African societies, with an overview as to how tribes, chiefdoms, and states function. Religious influences are noted. This history of development, as externally conceptualized, begins with the Berlin Conference of 1884/85 and the so-called “scramble for Africa.” It features socio-economic and socio-political processes. 20th- and 21st-Century external development programs are covered, most recently exemplified by the former Soviet Union, the United States, and China. Principles of induced development and participatory development are contrasted. Regarding the latter, indigenous innovations are stressed. The history of human rights, as externally conceptualized, begins much later, with the 1969 refugee-related innovations of the Organization of African Unity (now, the African Union). The “classic” issues of tribalism, corruption, and resource exploitation are covered, as well as the “late-breaking” issues of food security, refugee repatriation, and child soldier rehabilitation. Conceptually and theoretically, the course is grounded in disciplinary understandings derived from cultural anthropology, political science, ecology, and history. Resource use, in the context of socio-cultural systems development, are foundational. Special projects are featured, exemplified by those involving University of Denver personnel in Kibera, Kenya (water and sanitation); Mai Misham, Ethiopia (literacy); and Juba, South Sudan (indigenous leadership). At the broadest level, examples are most often drawn from the water/sanitation, agricultural, and health/mental health sectors.

INTS 4626 Civil Resistance (5 Credits)

Civil resistance is the application of unarmed civilian power using nonviolent tactics such as protests, strikes, boycotts, demonstrations, without using or threatening physical harm against the opponent. This method of struggle occurs worldwide in places as diverse as Russia, Moldova, Serbia, Spain, Egypt, Iran, Maldives, the Niger Delta, the West Bank, Thailand, and Burma, among many others. As a consequence of the growing use of civil resistance, the foreign policy community has become interested in understanding the causes, dynamics, outcomes, and consequences of civil resistance campaigns. This course serves as a primer on the topic of civil resistance, introducing students to the primary texts in the field, as well as the policy implications of empirical research on the topic. This five primary goals of this course are to: (1) present leading theories and concepts for understanding civil resistance; (2) explore international history to evaluate theories of civil resistance; (3) apply these theories to analyze current trends and make predictions about future development; (4) provide students with opportunities to synthesize their knowledge in a major written assignment; and (5) allow students to deepen their knowledge about several historical cases around the globe.

INTS 4627 African Security (5 Credits)

This is intended to be an advanced political science graduate course examining African politics and (in)security. The aim of this course is to introduce students to theoretical frameworks that, in turn, facilitate their understanding of African politics, conflict and security issues – especially as they pertain to human security. Importantly, this class takes a critical look at the concept of sovereignty as it relates to security. Through the reading, students become familiar with major analytic frameworks and debates in the analysis of contemporary African politics; students become conversant in relevant political, civil-military and human security issues as they relate to sub-Saharan Africa. The focus of this course is for the student to develop an analytical framework by which to make sense of context. Context is important, but without a cohesive theoretical framework to inform the practitioner it is insufficient. With the understanding that modern elites benefit from the existing structures and associated incentives, this course seeks to understand the modern African state in order to best engage said structures/elites to further development and, most importantly, individual security. Of note, it is clear that security is a fundamental condition for effective governance and development. Further, whereas it is true that weak empirical states, interstate wars, and conflicts over natural resources have proliferated throughout the continent and that ethnic, religious and regional violence is a common syndrome, we often forget basic (human) security needs. Specifically, we overlook that importance of access to potable water or an individual’s ability to pursue economic gain without fear of violence. At the heart of security lies the individual. Weak states or elites might affect inter-state relations and security (e.g. militant groups in under-governed spaces), but it is the individual who suffers. Thus, security in this context seeks to understand issues that affect individual lives.
INTS 4628 Soc Movements: Latin America (5 Credits)
The past year has been witness to Tahrir Square and Occupy, reminding us of the power and innovation of popular sectors making their voices heard. Latin America is a particularly useful place to explore popular movements, as it has long been the site of popular protest and national revolution, and it is currently a region governed by a significant number of Leftist governments with important ties to social movements. This course addresses major theories of social movements, including classical, structural, and new social movement theories. These theories have attempted to answer fundamental questions of what triggers mobilization among excluded groups, how they facilitate their action, and what changes they potentially trigger to basic rights and identities. The course also places social movements in their broader context, locating them in the political, social, and economic structures that have shaped inclusion in Latin America over time. In the process, the course explores the role of popular movements in broader processes of democratization, economic development, and citizenship. We examine traditional and well-studied examples of social movements, including movements among workers, indigenous, women, environmentalists, and advocates for democracy and human rights. We also explore newly emerging and transnational movements, including those that articulate alternative models of globalization. The course takes an interdisciplinary approach, drawing on economics, sociology, anthropology, and political science. It places special emphasis on the political economy of popular organization, acknowledging the contested nature of development and the ongoing struggle for deeper democracies and more equitable societies.

INTS 4629 Cultures of Globalization: Networks, Commodities, Affections (5 Credits)
This course explores the effects of neoliberal globalization on the lives of individuals and their communities. In an increasingly interconnected world, how do everyday people and communities negotiate the opportunities, dislocations, and/or disjunctures engendered by neoliberal globalization? Does globalization contribute to increasing global homogeneity or does it restructure difference and inequality in new ways? We explore how a ground-up view of globalization can highlight some of its contradictory effects. We discuss how globalization influences increasing inequality, restructures individual and group identities, as well as the relation between globalization and migration. From a ground-up perspective, we attune to growing global connections to understand how transnational commodity circuits intersect with individual lives and communities. We ask: How are commodity chains also cultural objects that shape, and are shaped by, how we see the world? Moreover, we pay attention to the development of grassroots networks and social movements that forge connections across borders to channel and/or challenge the current trajectory of globalization. We also find it imperative to understand the affective dimension-how do human beings think about their emotional relationships, families, and identities in relation to changing global dynamics? We end by examining alternatives to thinking in terms of neoliberalism, while examining its ramifications in the current economic context. A central question we ask is: As everyday life becomes increasingly commoditized, how do people cope, find support and value, and reveal alternate ways of conceptualizing how we can all connect to one another.

INTS 4630 Civilian Protection in Armed Conflicts (5 Credits)
Studies of armed conflict tend to focus on the production of violence to the neglect of how civilians might instead be protected. In this course, we will study how to limit violence against civilians. We will begin with an overview of theories of violence and legal and ethical frameworks governing the use of force. We will then consider how various actors throughout society, from state actors, to international actors, to illegal arms actors, to NGO's, to civilians and their communities--the would-be victims of violence--can either promote or restrain the use of violence. We will also consider the conditions under which the protection of civilians is most feasible as well as research methods for analyzing populations and their protection strategies. In their final projects, students will analyze the threats of violence faced by a particular population and design appropriate protection strategies and polices to deal them them.

INTS 4631 The Politics of Civil Society (5 Credits)
Every intractable problem of politics, many significant changes in regimes and much of the pressure on government for good or ill, depending on the point of view, emerges from the civil association of citizens. There are limits, however, to what people can and cannot do. In this way, the overall objective of this class is to explore how people exert political power outside of the formal political structures. Towards this end, student gain a greater understanding of the make-up and roles of civil society, beginning with its origins and definitions and working up to current thinking, including the post-Berlin Wall opening up of civil society. The class considers the linkages between social and political objectives, studying how both formal and informal forms of associations limit and open up the possibilities of people's power.

INTS 4632 Qualitative Research Methodologies: Working with Denver Immigrants and Refugees (5 Credits)
This course provides training in ethnographic methods and gives students the opportunity to apply their skills to the local Denver immigrant and refugee community. Students learn, first hand, the challenges and rewards of integrating research and service as well as theory and practice. The course begins with methods and ethics research and training. We then undertake ethnography as a collaborative class project on immigration and refugee issues in Denver. In doing so, we discuss new developments in the field in terms of collaborative, public, and critical and activist/engaged research. Students design group projects in coordination with the professor and immigrant/refugee organizations and their needs/interests. After the training weeks, readings are kept light (and suggested/tailored to each project) for the remainder of the quarter as students should anticipate spending a significant amount of time (3 to 5 hours a week) doing research in the community/fieldsites and writing up fieldnotes. Classes serve as a workshop space for students to develop their ideas, ask questions, work together, and compare results and insights. As research progresses, we discuss coding, data analysis, and the writing and dissemination process. Students learn how to integrate theory, literature, and original data collection. Students develop the skills to write, code, and analyze fieldnotes and to conduct participant observation, interviews, and focus groups. They discuss scholarly debates surrounding objectivity, reflectivity, ethics, and activism. The course guides students through the research process including proposal and grant writing, IRB approval and ethics training, research, write-up, and dissemination of information to research communities. The course aims to show how engaged research can contribute to greater partnerships in the local community and share its results with study participants in a public forum. The course provides students with ethnographic skills while also showing them how conducting collaborative ethnography can contribute to a more holistic understanding of immigration and refugees issues in Denver. Many students may develop a service component to their projects, as well.
INTS 4633 Int'l Project Evaluation (5 Credits)
It is important that those planning careers in multilateral and bilateral development agencies, non-profit organizations, private-sector companies, and professional services organizations have an understanding of the many considerations involved in development interventions and the competencies of a project manager to lead teams in carrying out these interventions. The school currently offers three courses that are organized around the traditional international project cycle. This cycle includes six sequential but not necessarily linear phases - identification/selection, preparation, appraisal, implementation, completion/transition, and evaluation. Future project managers working at various stages of the project cycle need to develop technical, leadership/interpersonal, personal/self-management, and international development specific competencies. The purpose of the International Project Evaluation course is to provide students with a better understanding of and practical tools for designing, implementation, and reporting project evaluations. Project managers rely on evaluation at various stages of the international project cycle. They use evaluation during the implementation of development projects to determine causes of any observed variance between project milestone targets and actual progress, and to support the formulation of corrective actions. They also use evaluation to determine the extent to which a development project has met its desired outcomes at completion, and also the causes of any shortcoming. Finally, project managers use evaluation to determine the impacts of a development project several years after its completion, and the extent to which the project outcomes can be attributable to desired changes in the conditions of the target population or area. In all cases, a good evaluation design and implementation allows the project manager to identify supportable findings, conclusions, and recommendations. These recommendations can be directed to decision makers to support changes necessary to correct project deficiencies or to provide lessons learned for designing subsequent development interventions. Moreover, a project manager should use evaluation as a way to build evaluation capacity and appreciation among intervention stakeholders, which is known to further the obtainment of desired outcomes and produce more sustainable impacts. More specifically, this course covers the approaches that four organizations use to evaluate project, programs, and policies - the U.S. Government Accountability Office (GAO), the World Bank, United Nations Development Program (UNDP), and the United States Agency for International Development (USAID). Each of these organizations has developed templates for the design of an evaluation, similar methods and techniques for data collection and analysis, and common elements in reporting evaluation findings. The latter two organizations also have protocols to contract out evaluations to other groups through the preparation of statements of work. In this course, we have the opportunity to compare evaluation approaches and to apply these approaches in preparing evaluation projects. Small student teams produce a statement of work for an evaluation, as well as develop and present plausible findings, conclusions, and recommendations based on the evaluation design. Out of necessity, these are plausible results, as there is insufficient time to implement an evaluation design during the 10-week quarter.

INTS 4634 Practical Public Diplomacy (5 Credits)
When Madeleine Albright spoke at the Korbel School, she made a plea for more courses on the nuts and bolts rather than the theory of diplomacy. This course is a response to that plea; drawing on 28 years of experience as a Foreign Service Officer and practitioner of public diplomacy. In this hyper-connected world of ours, public diplomacy has taken on ever more importance. It is essential to use the traditional tools of public diplomacy, such as exchanges, cultural centers, language courses, etc., and meld them with the new tools of social media and social networks. The course is a combination of lectures and student presentations as well as talks by numerous experts in various aspects of the practice of public diplomacy.

INTS 4635 Civil-Military Relations (5 Credits)
Who guards the guardians? has been a long-standing dilemma in international politics. How can we make sure that military leaders enjoying the control of coercive power submit to civilian political authorities? How can military organizations be powerful enough to counter external threats without becoming themselves a threat to the political community they should protect? How can hierarchical institutions created to exert physical violence be compelled to respect human rights and democratic values? These questions lie at the heart of civil-military relations theory. Analyzing the different ways in which military organizations, political authorities and the broader society interact is crucial to understand political outcomes such as state-building, democratization and the outbreak of war. This course provides students with a comprehensive understanding of the problems surrounding civil-military relations. Besides looking at the theoretical foundations of the field, it offers a comprehensive overview of civil-military relations over time and across countries. Specifically, it focuses on some topical and yet poorly understood cases and phenomena, such as the impact of the rise of private military and security companies on control over the use of force and the role played by military in Middle Eastern countries such as Turkey, Egypt, Syria, Libya, and Pakistan.

INTS 4637 Comparative State building (5 Credits)
The modern state is of central interest to students of political science, Latin America, development, sociology, and public policy. For some, the state is an instrument of repression and domination; for others it is the shepherd of development. For all, it has been the fundamental unit of national political authority for at least the last two hundred years. This course explores the nature of state authority and the processes by which different types of states emerged at different moments in world history and in different regions of the world, as well as how the nature of states has evolved over time. We explore the modern states that emerged first in Western Europe, and then the transplantation, imposition, and emergence of state authority in other regions, including Africa, East Asia, and Eastern Europe. The second half of the course focuses entirely on Latin America, highlighting the way in which states emerged and shifted over time in that region through close study of particular cases. We end the course with a consideration of the nature of state authority in the current world characterized by more intense flows of people, goods, capital, and ideas.

INTS 4638 Modern Iranian History and Politics (5 Credits)
The Islamic Republic of Iran remains a mystery for many in the West. The policies of the Iranian regime represent one of the greatest challenges to U.S. foreign policy today, as reflected in the global debate about Iran's controversial nuclear program. War seems inevitable and Iran and the West are in confrontation on a number of fronts around the world. How did we get to this point in global affairs? What is the relevant historical background needed to understand Iranian culture, society, politics and foreign policy at a deeper level? What are the key moments in modern Iranian history that have shaped the contours of the current conflict between Iran and the United States? These are the overarching questions that this course seeks to examine. The course is the first of a two course sequence that seeks to demystify Iranian politics and society. Themes explored include the origins of Iran's troubled relationship with the West, the emergence of the modern Iranian state, the construction of Iranian national identity, the tension between religion and politics, the struggle for democracy and the persistence of authoritarianism and the roots of the 1979 Islamic Revolution.
INTS 4639 Post-Revolutionary Iranian Politics (5 Credits)
The focus of this course is on Iran's post-revolutionary period. The goal is to provide students with an objective examination of Iranian society and politics. Several themes are explored: the rise of religious politics and the consolidation of clerical rule, the nature and interaction between Iranian state institutions, civil-military relations, the Iranian economy, the domestic opposition and the prospects for democracy, the crisis in US-Iranian relations, and the role of women in Iranian society.

INTS 4640 Global Financial Crisis and International Policy Responses (5 Credits)
This course provides an in-depth and critical analysis of the global economic crisis of 2007-2009. The goals of the class are to provide: a) an understanding of the causes of the crisis, b) an overview of the onset of the crisis, including its similarities and differences with past crises, and c) a critical appraisal of the policy response to the crisis, including financial bailouts, monetary policy, fiscal policy and regulatory reforms since 2009. The class will take both a US and a global perspective, and will conclude with an outline of the aftermath and general lessons to be drawn. This course goes well beyond a historical treatment of the global economic crisis and provides general analytical frameworks that can be used to understand economic crises more generally. Each class will be organized around one or two topics related to a theoretical understanding of economic crisis and will apply them to an understanding of the 2008 crisis. The frameworks draw from the fields of microeconomics, macroeconomics, finance, international relations, political economy, real estate and internationa economics, integrating and extending the knowledge obtained from other economic and policy courses. Basic Macroeconomics and Microeconomics, while not strictly a prerequisite, is highly recommended. Basic economic concepts will be used repeatedly during the class and basic knowledge of economics will be assumed. The format of the course is a classroom discussion of the reading and class debate. As such, it is imperative that you come well-prepared, having done all of the readings as this course entails a substantial amount of readings to prepare for class. The instructor has a point of view, but challenging that point of view will be encouraged, and even required. Lively class participation will be essential to the success of the course. Visitors from the worlds of finance and policy will contribute on occasion and will be announced.

INTS 4641 East Asia in the Global Political Economy (5 Credits)
The main purpose of this course is to understand critically the conceptual and empirical issues underlying the linkages between the East Asian Regional Economy and the Global Economy. What is the role of the East Asian Regional Economy within the current global political economy (GPE). What is sustainable development in the East Asian Regional Economy? What are the global dimensions of sustainable development in the East Asian Regional Economy? What are the linkages between technology and sustainable development in the East Asian Regional Economy? After an initial exploration of these issues we focus critically on the more recently developed social capabilities approach developed by Amartya Sen and others. In particular, we explore the limits of policies under the more recently developed social capabilities approach developed by Amartya Sen and others. In particular, we examine the need for fundamental changes in the global political economy and the East Asian Regional Economy. For this purpose we try to find the approximate but deep casual structure of GPE and the place of the East Asian Regional Economy within this GPE.

INTS 4642 Environmental Security (5 Credits)
This course surveys the expanding literature on the complex interrelationships between the environment, natural resources, conflict, and human security. Since the dawn of agriculture (~7000 BCE), but rapidly accelerating in the industrial age (1750 CE to present), humanity has conducted an uncontrolled experiment in bending the natural environment to fit human needs and desires. Despite the perceived distance that technology has placed between our physical environments and our daily lives, human interactions with our natural environment are still fundamental. Since the end of the Cold War, much attention has been paid to the role of natural resources and environmental scarcity as a source of conflict, ranging from "water wars" between states sharing a common river basin to communal conflict between pastoralists and farmers in the Sahel. This course will survey the expanding literature on environmental impacts on conflict, as well as conflict impacts on the environment, and the potential for making co-management of valuable natural resources and wildlife a source of cooperation, rather than conflict, between communities and states.

INTS 4643 Japan in East Asia: Economic, Business, and Trade Relations (5 Credits)
This course presents an overview of Japan's economic, business and trade relations in East Asia (ASEAN plus China, South Korea and Taiwan). The focus is on the evolution of Japan's economy and big business and its shifting role and impact in East Asia. The course is organized to provide a backdrop to understanding: (a) the growth of big business in Japan; (b) the rise of the 'developmental state' in Japan and its impact on East Asia; (c) the experience of Japanese multinational with foreign direct investment in East Asia and creation of Asian production networks; and (d) the current trend of free trade agreements and other emerging trade arrangements in East Asia. Students work in groups to explore, for example, the experiences of major Japanese companies in East Asia or a period or specific event connecting the economy of Japan with those in East Asia.

INTS 4644 Human Rights Research Methods (5 Credits)
This course is about how social science research can be used as a tool to understand and promote human rights. The field of human rights is bedeviled by several challenging obstacles to research, including reporting bias, hidden abuses, missing data and politicization of the facts. To deal with these obstacles, we learn about various methodological tools and how they are applied for the analysis of special human rights topics. By the end of the course, students are equipped to compile and present information to highlight patterns of rights abuses and identify patterns of cause and effects.
INTS 4645 War by Contract? The Scope, Drivers and Implications of Military Privatization (5 Credits)

The growing privatization of military support functions such as logistics, training and armed security to commercial entities known as private military and security companies (PMSCs) has raised considerable scholarly and journalist attention. Due to the scandals triggered by some of PMSC's activities and the normative implications of outsourcing military and security tasks, the existing debate has often created more heat than light, and the scope, divers and implications of military privatization have remained poorly understood. This course intends to provide students with a comprehensive analysis of the increasing privatization of military support and national security at large. It does so by focusing on three main themes: firstly, it analyzes what is the market for force, looking at the changing role played by commercial actors in warfare and the evolution of PMSCs from the end of the Cold War to the latest military operations, focusing on the provision of land and maritime security, foreign military training and intelligence. Secondly, it draws on international relations theory to investigate why military support and security have been privatized, investigating the drivers of national security privatization and the main factors accounting for variance in the use of commercial actors over time and across countries. Thirdly, it focuses on the legal, political, strategic and ethical implications of the use of PMSCs. By doing so, it investigates the status of private military contractors under domestic and international law and the existing regulatory frameworks applicable to the private military industry, the impact of privatization of democratic control over the use of force and civil-military relations, its consequences on military effectiveness and the normative boundaries between activates that can be performed by commercial actors and tasks that ought to be considered inherently governmental.

INTS 4646 European Integration (5 Credits)

Not only have the global financial turmoil threatened by the Eurozone crisis and the negotiations of a trade agreement between the European Union (EU) and the United States made the study of EU integration increasingly important for students of International Relations. As a unique political entity distinct from both states and traditional international organizations, the EU remains an unidentified object, whose development has challenged the traditional paradigms of both international relations and political science. Besides providing an in-depth knowledge of a crucial political and economic actor, the study of the EU integration process, its drivers and its shortcomings will therefore enhance students’ understanding of some of the most crucial theoretical debates underlying today’s international studies. This course intends to provide students with a comprehensive knowledge of the politics and institutions of the EU, analyzing its development from its origins until the present day and beyond. It will do so by focusing on the following core issues: Firstly, it will briefly analyze the history of the EU, seeking to identify the rivers of the integration process and explain why, after the end of World War II, European countries have set aside their centuries-old antagonism and embedded themselves within an ever close political Union. Secondly, it will examine what the EU is and how it functions, analyzing its key institutions, the architecture of its system of multilevel governance and its policy-making processes. Thirdly, it will investigate some key consequences of European integration, focusing on topical debates such as whether and to what extent the shifting of national decision-making powers at the EU level has created a democratic deficit, what is the impact of EU enlargement on both the Union and the institutions, societies and economies of new member states and what have been the economic and political consequences of the introduction of a single currency. Finally, the course intends to engage students in a debate on what is the future of the European Union in light of the latest development brought about by the entering into force of the Lisbon Treaty and the economic and financial crisis suffered by Southern European member countries. Prerequisite:

INTS 4647 Critical Issues in International Humanitarian Assistance (5 Credits)

In recent decades, the humanitarian system has undergone significant changes related to developments in global governance, lessons learned and relationships between agencies (UN/NGO), governments (donors, affected countries), as the nature of crises themselves the contexts in which they occur and actors involved in crisis response continue to evolve, the humanitarian system and those that work within it must contend with new challenges and critiques. Through readings, class discussions, guest speakers and assignments, students have the opportunity to gain a better understanding of the major emerging policy issues and internal and external challenges facing the international humanitarian system. The class discusses important debates in the humanitarian system and students have the opportunity to grapple with some of the key ethical dilemmas facing humanitarians today. This course is aimed at those with an interest in humanitarian policy as well those who wish to explore the challenges that may face them as they prepare to work in the humanitarian field. Prerequisite: INTS 4581.

INTS 4648 Theories of Security in World Politics (5 Credits)

In the 40 years following World War II, the study of security assumed a divide between international relations (the politics between states) and domestic politics (the politics within states) and gradually became separated from studies of international economics. International or national security largely centered on one empirical and two different theoretical enterprises. The empirical enterprise explored the relationship between the US and Soviet Union, focusing particularly on deterrence and the effect of nuclear weapons. The theoretical enterprises explored the likelihood of conflict between states in different systems and scenarios (when does conflict occur? When is stability more likely?) and examined the causes and consequences for actors of pursuing different strategies (What determines which strategy states will choose and what are the consequences for security – i.e., war, conquest, security gain, security loss, etc. – of different choices). After the end of the Cold War debates about the meaning of security joined change in the prevalence of intra-state conflicts and growing attention to terrorism in ways that led many scholars to question the usefulness of assumed differences between international and domestic politics, and, to a lesser extent, between security and economics. Also studies of conflict and stability have increasingly focused on a variety of transitional and global actors that do not fall into the realm of the nation, the state, or even the “international” system at all. This course focuses on this post-Cold War security agenda. The course begins with a (rather old by now) debate over the definition of security, then consider the role of states and other actors and finally turn to a list of prominent questions. In examining these questions, the class reads studies based in a variety of explanations, research strategies and methods. Students are encouraged to think about prominent explanations that stretch across the questions in different weeks. Students should also consider the costs, benefits, and alternatives to the research strategies and methods that individual authors have chosen. While the focus is on the substance of debates in security studies, the professor hopes to also spend time each session talking about how to frame productive questions and research strategies. In the way of background, if students have never read Kenneth Waltz, Man, the State, and War, they are recommended to do so. It would also be useful to have some familiarity with some basic texts in political theory, particularly Hobbes, Machiavelli, Kant, and Weber.
INTS 4649 Human Rights and the Middle East (5 Credits)
This course is shaped in three parts; each focuses on a set of critical human rights questions drawn from different phases of the Arab uprisings. Part I focuses on the Arab Uprising and Promises of Human Rights Progress and asks: 1. What can we learn from past contagion of human rights struggles, while the class analyzes the Middle Eastern social transformation? 2. What are the main causes that shook the Arab Middle East? 3. What was/is the role of major social actors? Part II covers the Rise of the 2012 Islamist tides, which gained new momentum after the electoral victory of the Muslim Brotherhood in Tunisia and Egypt and asks: 1. Are these religious trends consistent with human rights efforts? What accounts for waves of contagious revival of religious fundamentalism in the Middle East and North African region before and after 2012? 3. What is the impact of religious fundamentalism and nationalism among Israelis and Palestinians? Part III analyses the Possible Paths of Democratization and Human Rights in the Middle East and explores: 1. What accounts for different Revolutionary Arab Paths? 2. Is there a human rights answer to the Israeli/Palestinian quandary regarding one or two state solution? What are the current and possible roles of external forces for the region (international and/or regional)?

INTS 4650 Globalization and Economic Crime (5 Credits)
This course explores the policy issues raised by international economic crime, a phenomenon that has mushroomed with globalization and now accounts by some estimates for one-fifth by value of all international commerce. But who gets to define “crime”? Are there standards applicable globally to all situations? Nation states, corporations, nongovernmental organizations and political advocacy groups have issued multiple and often conflicting definitions of acceptable and unacceptable behavior and have been free in affixing blame on other sectors. To assess the part played by economic liberalization in the increase of crime, readings focuses attention on the political, technological and economic factors that encourage criminal activity and on the direct and indirect economic costs of activities such as identity theft and counterfeiting; mislabeling and trade in illicit goods; political corruption; money-laundering; and securities and accounting fraud. The class discusses activities posing definitional challenges to policymakers, such as currency and commodity speculation, re-export, gray marketing and state sponsorship of organized crime. This class also looks at policy options available when state-supported criminal economic activity is deemed to violate peremptory norms, create a substantial domestic effect, or constitute an act of war. This course examines self-help programs such as due-diligence and know-your-customer rules as well as statutory regimes such as the U.S. Foreign Corrupt Practices Act, and the movement toward transparency and uniform financial standards.

INTS 4652 Contemporary Issues in Refugee Studies (5 Credits)
This course is designed to provide a stimulating interdisciplinary environment in which students explore contemporary issues in refugee studies. Through examination of relevant international instruments, research, case studies, agency policies and reports, students will begin to develop the skills necessary for understanding refugee-serving agencies and associated programs in large scale refugee operations. Specific emphasis will be given to recent developments in - refugee terminology, refugee status determination, urban refugee populations, refugee camps, durable solutions, and extremely vulnerable refugees. Throughout, the course will focus on humanitarian assistance and protection frameworks, including analysis of guiding principles and associated policies of refugee-serving organizations such as the United Nations High Commissioner for Refugees (UNHCR). The importance of reliance on refugee voices to frame the debate will also be emphasized. At the end of this course students should be able to integrate and apply knowledge of innovation policy and practice to begin to address contemporary challenges faced by humanitarian agencies working with refugee populations.

INTS 4653 Political Economy of the Resource Curse (5 Credits)
This course is about one of the more curious findings/non-findings in the history of economics and international relations; that valuable natural resources, such as oil, natural gas, and other mined commodities are not, in the main, associated with better development outcomes and may even depress long-run rates of economic growth and discourage democratization and effective governance. Common sense would seem to suggest that if one finds oneself sitting on a gold mine, then one should mine gold (or drill oil, as in the example above). But countries that have specialized in the production of extractive or “point-source” resources, such as mined commodities like gold, diamonds, and oil, tend to be poor, creating a nagging sense that specialization in extraction is a losing proposition in the global division of labor, condemning countries to be the “hewers of wood and drawers of water.” This course briefly reviews the basic economics of the resource curse before turning to a discussion of its effects for deeper institutional determinants of long-run development outcomes: democracy, gender equality, state capacity, and civil strife. It then moves into the realm of interstate politics, examining the ways that resource wealth shapes the foreign relations of resource exporters and major importers, principally the United States and China. The last third of the class investigates both domestic and multinational attempts to address the resource curse through policy interventions, including civil society-led good governance initiatives like the Kimberley Process and the Extractive Industries Transparency Initiative. This course presumes no deep knowledge of economics but will be of interest to students across the realms of security and development.

INTS 4661 Readings in Int’l Security (5 Credits)
Professor uses various contemporary publications, RE: International Securities, to stimulate interactive discussions.

INTS 4664 Political Economy of Brazil and India (5 Credits)
This course deals with two emerging powers, Brazil and India. We trace the political economy of both countries over time, and spend particular time exploring their historical trajectory, current emergence, challenges they face, and the significance of emerging powers for the international political economy. The course is organized around an understanding of their insertion into the international economy, the implications of international insertion for domestic transformation, and the politics of incorporating newly mobilized domestic social and political actors, especially as this plays out in existing political institutions. Students help define some areas of concentration for the course by identifying policy areas in which concentrated research will occur. This course takes an interdisciplinary approach by drawing on political science, economics, and sociology, and we are concerned to understand the potential for emerging powers to alter international relations, as well as the implications of different strategies of international insertion for domestic social sectors, especially those that have traditionally been excluded.
INTS 4700 United States Foreign Policy (5 Credits)
An intermediate course on issues and perspectives for evaluating American foreign policy. Topics discussed include theories of foreign policy; historical epochs in Superpower relations: the Cold War, Dente, and confrontation; America's role in the post-Cold War; war, peace, and trade in relation to U.S foreign policy planning and assessment.

INTS 4701 US National Security Policy (5 Credits)
An intermediate course which examines the post-war history of U.S. policy and America's response to the post-Cold War environment. Current issues include alternative strategies in nuclear deterrence and arms control; and security policy toward the Third World, Europe and the Atlantic Alliance, and Japan. Prerequisite: INTS 4702.

INTS 4702 Major Issues in International Security Policy (5 Credits)
This course focuses on contemporary challenges to global security. It seeks to familiarize students with the nature of these challenges and analytical tools with which to make sense of (and consider potential responses to) them. In the context of thinking about general issues, students learn about prominent individual instances (or "cases") of problems, think about problems through different theoretical lenses, and consider both logic and empirical evidence in evaluating different arguments. Beyond the substantive focus, the course also encourages students to develop analytical skills and their ability to communicate their analyses effectively.

INTS 4703 Security and Strategy: Classics and Current (5 Credits)
This course will focus not only on national security and alliance strategies, but also on strategies for international and nongovernmental organizations that must cope with a complex global agenda. This course will explore strategic thinking with insights drawn from Thucydides and Sun Tzu, Machiavelli and Clausewitz, Michael Howard, Thomas Schelling, Colin Gray and other present-day writers on strategy. We'll also reflect on strategizing as individuals and as members of small and larger groups in diverse organizational settings.

INTS 4704 Globalization and Security (5 Credits)
Course uses historical approaches to evaluate connections between economics and security and how views on security have been shaped.

INTS 4706 Topics in Int'l Studies (1-5 Credits)
INTS 4708 Topics in Int'l Studies (1-5 Credits)
INTS 4709 Topics in Int'l Studies (1-5 Credits)
INTS 4710 Topics in Int'l Studies (5 Credits)
INTS 4711 Topics in Int'l Studies (5 Credits)
Explores intricate inter-relationships in the Politics of Africa.

INTS 4715 Problems and Challenges of Democratization in Contemporary Democracies (5 Credits)
This is a course in the field of comparative democratization studies. The class covers political science perspective topics such as the transition to democracy, consolidation of democracies, how and why democracy has spread around the world and the debates on the virtues and perils of democracy and on the nature and quality of the resulting representative democracies. The class focuses on the major explanatory factors for democratization: the case study/actor-centric approach, the statistical/structure-centric approach, and the region-centric approach. Additionally, the class studies many of aspects that might influence the process of democratization such as: institutional design and institutional functioning, political culture, democratic support and the structure of the party system. The geographical focus is global, due to the comparative nature of the theoretical discussion, but it will be mostly focused upon the Southern, Eastern European, and Latin American cases and the time frame is concentrated to the so-called “Third Wave of Democratization” that it started with the Greek and Portuguese transition during the mid-1970s.

INTS 4719 Humanitarian Intervention in Africa and Human Rights (5 Credits)
In the post-Cold War period, Africa has increasingly become a major continent for human rights crises. Consequently, African States, the United States and the International Community have raised the level of humanitarian intervention to provide peace keeping for endangered peoples and improved livelihood. The question of effectiveness of various measures of intervention is an important consideration. Interpretation of international law, human rights and the best means of enforcement are all under discussion. The world community is increasingly opposed to genocide and ethnocide as it was in the days of anti-apartheid. How this affects current crises in Zimbabwe, West Africa, and the Sudan will be discussed. The student interested in the work of NGOs, international agencies, and state governments will benefit from this course.

INTS 4723 Citizens in Representative Democracies and Comparative Political Behavior (5 Credits)
Citizens' behavior and attitudes are fundamental for understanding the nature of the relationship between citizens and the state, and for assessing the QUALITY OF representative contemporary democracies and the nature of modern citizenship. This course focuses on the core aspects of citizens' behavior and their core political attitudes. First, departing from a classification of the different modes of political participation, the class discusses some of the most important aspects that might influence the individual act of participating. Second, departing from the classic models of voting behavior, the class discusses how citizens make up their mind when they vote and the theoretical implications of that process. Third, departing from Easton's and Almond and Verba's seminal works, this course studies the key dimensions of political support and political attitudes and the relationship among them. This class deals extensively with key concepts such as democratic support, political disaffection, political disengagement, political discontent, and social capital. The study of the factors influencing the different levels and evolution of these attitudes across countries are also covered. This course and its materials refer to studies using survey data and survey indicators, so some basic knowledge of statistics is recommended, although it is not a must.
INTS 4728 Nuclear Non-Proliferation (5 Credits)
This course will be taught by former Ambassador James E. Goodby. Ambassador Goodby is currently Senior Research Fellow at M.I.T. and Senior Fellow at Brookings Institution. He has taught at Carnegie Mellon, Stanford and Georgetown. He is the author of Europe Undivided, a book on U.S.-Russian relations. Entering the U.S. Foreign Service in 1952, he rose to the rank of Career Minister. His most recent assignments include: Deputy to the Special Advisor to the President and Secretary of State for the Comprehensive Test Ban Treaty, special representative of President Clinton for the security and dismantlement of nuclear weapons, chief negotiator for nuclear threat reduction agreements, and ambassador to Finland. Nuclear weapons are the most powerful instruments of destruction the world has ever known and, arguably, the gravest danger civilization faces. The Cold War struggle between the United States and the Soviet Union generated tens of thousands of nuclear weapons which placed both nations and much of the world in jeopardy of devastation. The nuclear legacy of the Cold War remains a serious threat to global peace and security. Added to that is the problem of nuclear black markets and an increase in the number of states possessing nuclear weapons. The specter of al Qaeda with an atomic bomb has added a further dimension of insecurity and uncertainty. In this course, the class will be challenged to analyze and consider policy choices that are outside the historical experience of the human race in terms of the consequences that are involved. In the first few sessions, we will build a common data base by discussing the technology and the political decisions that helped to end World War II and sustained a nuclear standoff during the Cold War. We will then look at the transition period that began as the Cold War was winding down and proceed to such current issues as Iran, North Korea, nuclear terrorism, and the use of force to prevent nuclear proliferation. A primary objective of the course will be to encourage students to engage directly in analysis, problem-solving, and policy formulation. Accordingly, most sessions will be structured as to encourage active interaction with the instructor and among students. Generally, an hour will be set aside for a policy exercise.

INTS 4729 Ethics and National Security (5 Credits)
Examines role of ethics in the formulation and execution of national security policy, with focus on U.S. government.

INTS 4730 Homeland Defense: Issues (5 Credits)
This course will examine the post-1945 history of United States efforts at homeland security, and include an overview of other national efforts (e.g., by the Soviet Union, Switzerland, and Israel.) It will then turn to identifying and analyzing the spectrum of issues associated with U.S. homeland security, in the context of evaluating the United States post-9/11 response to date. Those issues include: framing homeland security, prevention, response and recovery overview, foreign actors and issues, domestic actors/issues, problems of intelligence, terrorism vs. violent crime, public expectations, role of the media, funding and resources, and how to address broad spectrum threats.

INTS 4731 Homeland Defense: Prevention (5 Credits)
This course will examine the following issues: political leadership, foreign and domestic intelligence organization and functions, role of intelligence, principles of indications and warning, legal/civil rights issues: balancing human rights and security, law enforcement, Public health, and the role of various U.S. federal agencies: Department of Energy, Environmental Protection Agency, the INS, border security among others, plus the role of first responders in prevention/detection, and establishing indicators and reporting procedures.

INTS 4734 Homeland Sec & Civil Soc (5 Credits)
Examines host of potential societal consequences of homeland security efforts.

INTS 4735 Defense Methods and Policy Analysis I (5 Credits)
The purpose of this overview course in defense analysis methods is to provide students with the foundations to successfully conduct research and analysis in defense-related topics, whether within the national security community, in academia, or as a contractor. This course should also help prepare the student to complete his or her Master’s thesis. The course aims to improve the student’s ability to comprehend and assess the graduate-level readings assigned in other courses, and to write research papers and complete other written assignments for those courses. The course is intended to provide take-away skills that can be applied to professional activities after graduation: in particular, students should have greater confidence in their abilities to locate, read, commission, design, or conduct relevant research, and to draft research proposals. This class focuses on methods employed in both policy analysis and the social sciences. The emphasis is on qualitative rather than quantitative methods.

INTS 4736 Strategic Intelligence Data Collection and Analysis (5 Credits)
Course focuses on analytical prod. of strategic intel relative to int’l security issues.

INTS 4738 Current Issues in Strategic Intelligence (5 Credits)
Advanced seminar which investigates current issues relative to strategic intel within international studies.

INTS 4739 Advanced Security and Defense Analysis Methods (5 Credits)
This course is designed to cover key elements of social science methods in evidence-based policy, including quantitative and qualitative techniques and expert opinion to build facts and findings from context-free and context-rich environments. Among the topics covered: content analysis, survey and interviews, case study, ethics and research. Prerequisite: INTS 4735.

INTS 4742 International Weapons Proliferation (5 Credits)
This course explores the worldwide proliferation of weapons and military hardware. Special attention is given to weapons of mass destruction including fundamental principles of weapons development and deployment; unique characteristics and effects of nuclear, biological, and chemical weapons; and delivery systems. Capabilities and strategies to counter this international problem are developed.
INTS 4743 Comparative Defense Procurement Systems (5 Credits)
Why do countries purchase the weapons systems that they do? Although defense procurement would ideally reflect the objective strategic requirements of a particular nation, this course examines the sweeping extent to which anything but “objective strategic requirements” drives governments’ defense procurement decisions. Specifically, we assess how interest groups, political parties, industrial regions, military factions and bureaucracies compete for political influence as they attempt to manipulate the procurement process in their favor. A central question this course seeks to answer, then, is whether defense policy shapes procurement priorities or whether, more alarmingly, procurement pressures determine a country’s defense posture. We use comparative case material from North America and Europe to explore how weapons purchasing varies across democratic capitalist states.

INTS 4750 The Policy Making Process (5 Credits)
Governments make public policies through a complex process, which varies in its details from country to country and even from issue to issue within the same country. In this course we study various parts of those processes and some of the inputs into them. In addition, we play close attention to problem framing or problem definition in those policy processes. Within all these disparate policy processes political actors must have some notion of what problem they are trying to solve and what constitutes the set of feasible solutions to those problems. These ideas about problems and feasible solutions are not given exogenously, are not some fact of nature, but instead arise from complicated interactions among actors and institutions in the policy process. The quest we ask throughout the course is how policy problems and solutions could be framed differently, how we can learn to look outside the conceptual box that partisans to policy debates try to draw for us. Students write a series of papers during the course following a policy issue of their choice through the policy process.

INTS 4751 Comparative European Foreign and Defense Policy (5 Credits)
The focus of this course is on foreign and defense policies of key states and international organizations in modern Europe, from the Atlantic to the Uralis. After introducing Europe as a cultural, political, and geographical construct, we focus on the North Atlantic Treaty Organization and the European Union before turning to a comparative analysis of six leading European states. Security in an increasingly globalized world deals not only with defense issues, but also with economics, human rights, and questions of identity. We focus on Germany, France, the United Kingdom, Italy, Russia, and Turkey, underscoring their bilateral and multilateral associations with other European states, the United States, and the European Union, NATO, OSCE, and Council of Europe. We conclude with considerations of what “Europe” really means, and what the future holds for this vital content.

INTS 4753 Intelligence and National Security (5 Credits)
Focuses on the craft of U.S. Intelligence and its role in the making and implementation of national security policy.

INTS 4760 Russian Foreign and Defense Policy (5 Credits)
Course explores Russian foreign and defense policy from Vladimir Lenin to Vladimir Putin - heavy focus on security policy.

INTS 4765 Natural Resources and Armed Conflict under International Law (5 Credits)
The course offers a description and an assessment of how international law regulates the relationships between natural resources and armed conflicts. Attention is given to principles and rules regulating access to natural resources in the pre-conflict phase; protecting the resources pending the conflict; regulation the exploitation of the resources during and after occupations and international administrations. The role of trans-national corporations in fuelling conflicts is considered with reference to recent developments such as certification schemes, the emerging legal framework on transparency in business, and the debate on corporate responsibility for international crimes. The concept of “illegal exploitation of natural resources” is analyzed in light of the relevant resolutions of the United Nations Security Council. Finally, possible solutions to the issue of armed conflict resources (i.e., resources fuelling the initiation of conflicts) are considered from a legal perspective. Registration by departmental approval only; restricted to students participating in the Geneva travel program.

INTS 4766 State Building and War Making in the Developing World (5 Credits)
This course examines the challenges of state-building and the manifestations of armed conflict in the contemporary world. Surveying different cases and contexts, the course focuses on the role of state and non-state armed groups, the drivers of communal conflict, the historical dimensions of multifaceted state-building processes, and the legacy of colonial rule. Particular attention is paid to conflicts in the Middle East, North Africa, and Sub-Saharan Africa. The purpose of the course is to equip students with a comparative understanding of the complex causes, characteristics, and manifestations of conflict in the developing world and its cross-cutting relations to contemporary international governance. Registration by departmental approval only; restricted to students participating in the Geneva travel program.

INTS 4767 Cultures of Capitalism (5 Credits)
This seminar lays the theoretical foundations for a cultural critique of capitalism. With an eye towards colonialism, modernity, and globalization, readings are devoted primarily to different schools of thought parsing out capital as a social relationship, object of value, and form of mediation. The purpose of this class is to establish temporal and spatial commensurability across tendencies and discontinuities in capitalism by i) locating the phenomenological, ontological, and epistemological conditions of possibility for the reproduction of value and ii) asserting history, experience, and embodied praxis as productive features in the imagined abstraction of economic life and market discourse. More than an attempt to historicize the contemporary moment of deregulation, precariousness, or flexible accumulation, the course is designed primarily to unveil concurrent theories of value and the work of abstraction and reification, morality, and power, labor and materiality foregrounding the processual logics of capitalism. To do so, this course explores the theoretical stakes of production, circulation, and consumption occurring in time-space relations of commodity exchange, markets, and global finance in late capitalism. How to account for the increasing disconnect between the “real” economy and the “fictitious” value of virtual markets, financial derivatives, and future trading? How to make sense of the work of mediation - or perceived gaps therein - between consumers and producers, the labor of abstraction and the concrete reification of economic objects? Registration by departmental approval only; restricted to students participating in the Geneva travel program.
INTS 4768 Introduction to a Critique of Market Society and its Solidarity Alternatives (5 Credits)
This course is taught in French. Le séminaire propose d'introduire ou de conforter une vision "indignée" de l'hégémonie des marchés en s'appuyant principalement sur la lecture socialiste et chrétienne de l'économie par Karl Polanyi et ses critiques en particulier d'Adam Smith et de Karl Marx. Ceci se réfère surtout au concept de marchandise fictive (appliqué aux ressources naturelles comme au travail humain et à la monnaie), de richesse commune partagée et d'interdépendance économique (appliquée aux mécanismes complémentaires et antagoniques de concurrence, de redistribution, de solidarité et de partage). Une large part de cette réflexion interdisciplinaire doit ressortir des propres expériences des étudiant(e)s et de leurs recherches. Elles doivent aussi permettre de comprendre l'élaboration des alternatives, leurs potentialités et leurs limites. La situation de Genève, capitale des spéculations sur les matières premières sera notamment interpellée. Registration by departmental approval only; restricted to students participating in the Geneva travel program.

INTS 4769 Public Policy, Economic Development and Gender (5 Credits)
This course considers a number of topics associated with the links between gender empowerment, economic development and public policy. Topics include the role of gender in shaping political, economic and social opportunities; leadership; the role and global plan of action of international organizations; gender gaps in education, economic participation, health and political opportunity; conflict, HIV/AIDS; property rights; urbanization, international migration; global processes as well as the evaluation of specific policies and interventions, all within the broader context of development economics. The course is applied-oriented and open to students with little background in economics. By the end of the course, it is hoped that participants will be able to critically assess policy documents on the topics covered that are commonly produced by international organizations. Requires departmental approval; registration restricted to students participating in the Geneva travel program.

INTS 4770 The Politics and Economics of International Energy (5 Credits)
Although it is becoming increasingly evident that the world does not face an imminent shortage in the availability of fossil fuels, access to energy resources and security of energy supply remain important preoccupations for governments and companies alike. Utilization of fossil energy resources will be increasingly constrained by environmental considerations and the threat of global warming. Energy will remains a key concern in international relations for the coming decades and will influence the perception of national interest and the pattern of international exchanges and interdependence. The course aims at providing students with the critical knowledge and skills to avoid superficial generalizations and stereotypes - which unfortunately remain all too common. Requires departmental approval; registration is restricted to students participating in the Geneva travel program.

INTS 4771 Trade and Development (5 Credits)
Development, trade and their interlinkages are among the most controversial topics of today. Economics has much to say concerning these issues, and constitutes a powerful tool in terms of debunking commonly held misperceptions. This course considers a number of topics associated with the links between international trade and development. A particular emphasis is placed on the consequences of trade openness on outcomes in developing countries, i.e. on inequalities, growth and poverty, institutions and financial development, the impact of export instability and countries' specialization, terms of trade, financial crises, trade and environment. The course is applied-oriented: after reviewing basic theories associated with each topic, each lecture involves presentations of recent empirical papers. By the end of the course, it is hoped that participants will be able to intelligently read and critically assess policy documents on the topics covered that are commonly produced by international organizations. Requires departmental approval; registration is restricted to students participating in the Geneva travel program.

INTS 4772 International Business (5 Credits)
The objective of this course is to better understand how national and international political and economic factors shape the business environment, firm strategies, and associated performance in the contemporary global economy. Even though this course draws on a number of different academic disciplines including economics, political science, and international relations, the goal is always to draw out the implications for forms. This firm-based perspective is what differentiates this course from traditional academic courses on globalization. The firm-based perspective, however, should be of interest to those interested in public policy as well. After all, one cannot effectively design state interventions without examining how firms and other relevant actors will respond. What differentiates this course from one in international business strategy is that the implications for national policy design and regional global governance initiatives are given particular consideration. In so doing, this course seeks to be true to the multi-disciplinary nature of an international affairs program. Furthermore, the focus in this course on matters of considerable contemporary relevance should help prepare international affairs and other students well for job market interviews. The class covers eight important topics. Supporting each topic are online lectures that are posted in advance. Students are responsible for watching these online lectures before the class meets. Failure to do so detracts considerably from the learning experience of all concerned. In class discussion focus on the application of tools in case studies and matters of contemporary policy and business relevance. Registration by departmental approval only; restricted to students participating in the Geneva travel program.

INTS 4773 Violence, History and Memory in Twentieth-Century Africa (5 Credits)
This course offers historical, theoretical and empirical perspectives on the impact of conflict in the modern history of Africa. Opening with a guided discussion of broad debates over models of warfare and violence that apply social, cultural, materialist and instrumental theories of causation, the course then proceeds through a series of case studies in seminars. These include colonial wars of decolonization in Algeria and Kenya, the Biafran War of secession and its repercussions in Nigeria, contrasting genocides in Burundi and Rwanda, the Red Terror in revolutionary Ethiopia, liberation struggles in Southern Africa, the ‘African World War’ in Congo, interlinked conflicts in Sierra Leone and Liberia, and other cases of contemporary significance. In each case, students are encouraged to consider the means of violence employed, the causes and motivations of conflict, issues of gender, youth, religion, politics and ethnicity, the personal and communal impacts of experiencing and witnessing various forms of violence, and the transnational dynamics of conflict. Throughout, questions of culpability, ethics and moralities are tackled in relation to the various approaches to transitional or retributive justice, the problem of ‘living together again’ dominated by the pressures of memory, silence, memorialization and mythicohistory. Registration by departmental approval only; restricted to students participating in the Geneva travel program.
INTS 4774 Humanitarians and Human Trafficking: The Global History of Slavery and Abolition, ca. 1800-Present (5 Credits)
This course examines the changing nature of humanitarian activism against slavery from the abolition of the slave trade in the early 19th century to international action against human trafficking and labor exploitation in the 21st century. The first part of the course is structured around seven classes covering the history of the transatlantic slave trade in the late eighteenth and early nineteenth century, the rise of anti-slavery movements and the socio-economic outcomes of emancipation. The second part of the course considers the changing nature of slavery under colonial rule and the evolving context of humanitarian campaigns in the twentieth century including the efforts undertaken by the League of Nations, the International Labour Organization and the United Nations. Some of the key themes discussed include the ideological foundations of humanitarian activism, the economic motives for abolition, the contested definition of slavery, the relationship between new forms of slavery and the rise of colonialism in Africa and Asia, the formulation and implementation of international conventions against slavery, child labor and forced labor and the challenges confronting humanitarian NGOs today.

INTS 4775 Droit diplomatique international (5 Credits)
Ce cours vise à combler une lacune, l'enseignement du droit diplomatique ne faisant généralement l'objet que de développements à titre incident, ce malgré l'importance séculaire de ce domaine du droit international. Axé sur l'évolution de la pratique étatique des relations diplomatiques (y compris les relations avec les organisations internationales) et la jurisprudence pertinente de la CIJ, le cours se propose d'analyser les grands thèmes du droit diplomatique, tels que le droit de légation, la création et l'extinction des relations diplomatiques, les fonctions et droits/obligations liés à la mission diplomatique, le contenu et les limites des immunités des personnes, biens et locaux diplomatiques, ou encore les mécanismes sanctionnant les violations du droit diplomatiques. Il fera finalement une place à la pratique récente relative aux immunités des Chefs d'État et Ministres des affaires étrangères. Registration by departmental approval only; restricted to students participating in the Geneva travel program. Students must be fluent in French; course is taught in French only.

INTS 4776 Financial Crises (5 Credits)
This is a seminar designed to go over the literature on the sources, channels, characteristics and impacts of financial crises. The sessions are devoted to the study of papers, some older fundamental contributions and some very recent early analyses inspired by the crises that started in 2007 and is not yet over. The seminar is primarily designed for second-year Master and PhD students. Students from other programmes and departments may attend if they have a strong background in economics. Registration by departmental approval only; restricted to students participating in the Geneva travel program.

INTS 4786 Strategy, Planning, and Execution in Complex Environments (5 Credits)
This course gives participating students grounding in military operational planning and strategy, with emphasis on understanding lessons learned from a number of recent complex joint force operations. Over the ten weeks, students: 1) Examine the realities of planning and execution of multi-means (political, military, and economic operations in complex environments). 2) Examine a range of past operations (peacekeeping/peace-enforcement, counter-insurgency, traditional military confrontations, etc.) from a planning and execution perspective, looking for strengths and weaknesses, successes and failures. 3) Participate in an intensive simulation over three class meetings that have the students act as a planning cell preparing for a complex joint force operation in a modern context.

INTS 4802 Foundational Ideas in Social Science: Marx and Weber (5 Credits)
Marx's is the most striking and complex theory of revolutionary change. It has inspired millions of workers, peasants, soldiers, students and intellectuals in three large international movements (the International Workingmen's Association, the Second International, the Third International). "Capital" is perhaps the most striking depiction of how factories and capitalist society operate, from the point of view of workers, of any modern economic theory. It is a theory which novelly explains the tensions in the experience of most non-University educated people between their work experience and the current Washington "consensus" about free markets and democracy. It has motivated and empowered striking democratic movements, often across national boundaries, of the oppressed against the privileged. Where successful, however, Marxian movements both brought about significant, common good oriented improvements and failed to withstand external and internal attacks or resolve basic problems in radicals' vision of a new society. Further, Marx's vision has often been interpreted as, except in the immediate unfolding of the revolutions themselves, having little to do with democracy. In radical movements as well as in capitalist societies and academia, Marx has been fiercely attacked. For much of the Cold War, not having read Marx permitted one to expatiate on what Marx's views are; reading Marx was, until the late 1970s and early 1980s a disqualification even in teaching, let alone in the media. Marx's views are often misrepresented, dismissed without investigation as "obviously wrong." This course provides an opportunity to read the first volume to "Capital" and some of Marx's other main works and test them, in whatever depth desired, against Max Weber, the dominant theorist of American sociology and political science.

INTS 4804 Realism and Democracy (5 Credits)
Course answers questions such as: Can democracy check international cruelty? Why, according to Kant, Doyle, and Rawls, are democracies unlikely to go to war with other democracies? We discuss democratic individuality and Vietnam, democracy, and Realism as well.
INTS 4820 Democracy and War: Socrates, Thucydides, and Today’s America (5 Credits)
This course explores Socrates’ speech at his trial and decision to go to his death as, surprisingly, initiating two central features of modern democratic theory. First, Socrates is often depicted as simply hostile to the many, looking down on Athenian democracy. But what he in fact looks down on is tyrannical mob rule, the “democracy” of a particular interest arbitrarily enforced (what we might call a demented Joe McCarthy-kind of democracy). In contrast, Socrates also incarnates the idea of asking questions in a democracy, that is, dissent (prefiguring what is sometimes called today deliberative democracy). That makes a democracy capable of realizing, sometimes, a common good. Second, Socrates provides a paradigm for modern civil disobedience or satyagraha in Gandhi - we read Gandhi's translation of Plato’s Apology - and Martin Luther King's letter from the Birmingham City Jail. Nonviolent civil disobedience is necessary in a modern democracy because party-competition focuses mostly on personality issues and not on fundamental injustices. Further, this kind of protest promises major change even in dictatorships (consider Erica Chenoweth and Maria Stephan, Why Civil Resistance Works). Thus, this emphasis is a novel interpretation of Plato as opposed to, in scholarship and politics, Plato’s supposed link to authoritarian “commander-in-chief” power (Heidegger, Leo Strauss and William Kristol for example) which we also contrast in this course. The course explores the subtlety of these dialogues - the question of what Plato intended to teach his long-standing students like Aristotle who studied with him for 20 years - but leave the main points of Gandhi’s and King's interpretation intact. Third, the course explores Thucydides, History of the Peloponnesian War and Plato’s response to it in the Republic in terms of modern critiques of Empire building and the “unhinged” wars by American democracy (we look at W. Robert Connor’s elegant break with previous understandings of Thucydides during Viet Nam and John Mearsheimer's striking criticisms of post-Cold War American policy, echoing Obama’s 2013 speech at the National Defense University, in “America Unhinged.” Thucydides is a far deeper account of imperial expansion and the corruption of and threat to democracy at home than modern realist and neo-realist gestures at him. Neo-realists methodologically attempt to separate global politics from its domestic consequences as supposedly different levels of analysis; this interplay is the heart of Thucydides’ argument and deepest insight into the meaning of war and democracy.

INTS 4821 Early Modern Political Theory (5 Credits)
This course seeks to provide an historical introduction to Western political thought in the early modern and Enlightenment eras. More particularly, we focus on the development of “modernity” in the sixteenth and seventeenth centuries and the development of social contract theory in the seventeenth and eighteenth centuries. In addition, there is somewhat more emphasis on international relations than is typical in political science courses of a similar nature. No previous background in political theory (or international relations) is assumed.

INTS 4822 Contemporary Political Thought (5 Credits)
An examination of current 21st century political theory and how the events of the 20th century helped mold these ideas/concepts.

INTS 4851 Theories of Non-Violence (5 Credits)
Can a state be non-violent? Course explores topics such as the distinction between power and violence; whether nonviolent politics is possible; the distinction between an ethic of responsibility and an ethic of intention; is capitalism consistent with democracy? This seminar is interactive and class participation is required.

INTS 4852 Theories of Non-Violence II (5 Credits)
The aim of the course is to consider the unexpected power of nonviolence - we discuss several segments of Eyes on the Prize which draws a vivid picture of the fearsomeness of engaging in protest in the murderous segregated South and the accomplishments of the movements. We study the role of religion in protest against slavery - the violent Christianity of John Brown and the nonviolence but comparative ineffectiveness of William Lloyd Garrison - and the role of Gandhi's Hinduism in the emergence of King's strategy of nonviolence, which also arises from Christianity. We consider whether religion must be a primary motivation of nonviolent movements as well as the specific role of churches in the South. In this context, we read Barbara Demin's Revolution and Equilibrium which gives a secular argument for civil disobedience in the context of Franz Fanon's Wretched of the Earth. We then take up a comparison of effective violent revolutions elsewhere, particularly the slave revolt that created Haiti, and ask whether in modern circumstances, nonviolence might be as effective. We also discuss the idea and practice of nonviolence or nonviolent communication in all relationships, not just political ones. This course can be taken for 3, 4, or 5 credits.

INTS 4853 Geopolitics of South Asia (5 Credits)
This class explores the overlapping sub-national and regional conflicts threatening to destabilize Afghanistan and Pakistan and severely intensify Indo-Pakistan tensions. The seminar analyzes and assesses U.S. efforts to assist the Kabul regime to strengthen national support, reduce corruption, improve services and accelerate economic development. The nature of the Taliban, the dangers of increased poppy production, ongoing cross-border insurgency are studied. Similarly with regard to Pakistan, the seminar examines growing instability, the regional demographics of support and opposition to the current government, the role of the military, including the ISI, and socio-cultural challenges to modernization. The impact of the evolving conflicts in Pakistan and Afghanistan on India's interests and India's response are also treated.

INTS 4854 Global Sustainability and Public Policy (5 Credits)
This course considers the interaction of environmental, economics, and energy issues on global ecological systems. It offers an overview of relevant international legal frameworks and national governance systems, the state of major ecosystems – forests and species habitats; wetlands, oceans and rivers, and the atmosphere and selected policy issues related to each. Emphasis is less on “what” to think than “how” to think about and formulate policy responses to complex, multidimensional issues.

INTS 4855 The Rule of Law: Plato’s Laws (5 Credits)
Plato’s The Laws, is the most influential work dealing with the professional doctrine of executive power. This course goes back and forth from the text itself and current developments. We also read Plato’s “Seventh Letter”.

INTS 4856 Human Rights and Foreign Policy (5 Credits)
Global human rights issues and how those issues help mold foreign policy decisions.
INTS 4877 Gender and Islam (5 Credits)
Course focuses on role religion plays in shaping its followers social identities (gender) on the bases of their physical identities.

INTS 4888 Gender, Development and Human Rights (5 Credits)
Examines theories of gender and development by situating them in international human rights framework.

INTS 4890 Revolutions and State Building: Forgotten Movements for Emancipation (5 Credits)
Marx's is the most striking and complex theory of revolutionary change. It has inspired millions of workers, peasants, soldiers, students and intellectuals in three large international movements (the International Workingmen's Association, the Second International, the Third International). "Capital" is perhaps the most striking depiction of how factories and capitalist society operate, from the point of view of workers, of any modern economic theory. It is a theory which novelty explains the tensions in the experience of most non-University educated people between their work experience and the current Washington "consensus" about free markets and democracy. It has motivated and empowered striking democratic movements, often across national boundaries, of the oppressed against the privileged. Where successful, however, Marxian movements both brought about significant, common good oriented improvements and failed to withstand external and internal attacks or resolve basic problems in radicals' vision of a new society. Further, Marx's vision has often been interpreted as, except in the immediate unfolding of the revolutions themselves, having little to do with democracy. In radical movements as well as in capitalist societies and academia, Marx has been fiercely attacked. For much of the Cold War, not having read Marx permitted one to explicate on what Marx's views are; reading Marx was, until the late 1970s and early 1980s a disqualification even in teaching, let alone in the media. Marx's views are often misrepresented, dismissed without investigation as "obviously wrong." This course provides an opportunity to read the first volume of "Capital" and some of Marx's other main works and test them, in whatever depth desired, against Max Weber, the dominant theorist of American sociology and political science.

INTS 4900 International Politics (5 Credits)
Topics on discussion include: levels of analysis; realism; neo-realist structuralism; international society and the English school; international anarchy; process variables and international institutions; international security institutions; rationalism, constructivism, and the purposes of theory; norms and ideas; gender and identity; and postmodernism and post-structuralism.

INTS 4903 Social Construction of International Society (5 Credits)
Examines recent theoretical work in the field of international relations that treats international society and its practices as social constructs.

INTS 4905 War and Peace (5 Credits)
An intermediate course which examines the historical relationship of war to politics, such as the military profession, military organizations, economics of defense planning, limited use of force, demobilization, war reconstruction, military rule, and civilian control. Current world trends toward democratization focus attention on the issue of creating a democratic army for a democratic state. Readings cover western industrialized, communist, post-communist, and 3rd world countries.

INTS 4906 Classics of International Theory (5 Credits)
Professor will choose various books by classic political theorists for students to read and discuss in class.

INTS 4907 International Terrorism (5 Credits)
This course will examine the literature on international terrorism both before and after 9/11. It will include an overview of the origins, history, goals, strategies, and capabilities of significant terrorist groups (emphasizing Al Qaeda). It will also examine the history of United States and international efforts to combat terror, focusing on post 9/11 debates over grand strategy and tactics (e.g., the relationship between offense and defense, active vs. passive defenses, intelligence reform, multilateralism vs. unilateralism, the relationship between "rogue states" and terror, etc.).

INTS 4912 African Conflicts: Causes and Conflicts (5 Credits)
Twenty years after the "Third Wave" of democratization first swept across the African continent, African states have experienced a wide range of successes and problems in seeking political development through democratic models. Common to nearly all African states, however, is the fact that they were created by colonial powers, forcing many formerly independent people to live under one political roof. Thus before they could go about the business of governing, African states at independent first had to address their artificial natures by building coherent nations out of the many peoples living within their borders. Democratic political systems were seen as the best solution to this governance problem by allowing the many peoples of African states flexible institutions through which they could negotiate their differences, and so govern effectively. Within several years of independent, however, most of the early African democracies had collapsed under the weight of their deep ethnic and religious differences. Decades of authoritarian rule did little to address the problems of governance, and exacerbated ethnic chauvinism and clientelism. Bankrupt and often near collapse by the late 1980s, and under pressure from Western governments, many African states turned back to democracy in the 1990s. Yet their deep ethnic and other divisions remain, as do clientelistic patterns of political behavior. These fundamental conflicts over the state and its governance have characterized African politics since independence. This class reviews the problems of state development in Africa, and the extent to which democratic solutions can resolve those problems. We do so by examining these issues from both the perspective of political science and of conflict resolution. Classes draw primarily on the perspectives of practitioners from the relief and rehabilitation community. Guest lectures include representative of government agencies, international organizations, and NGOs.
INTS 4914 Statecraft and Smartpower in the Digital Era (5 Credits)
This course examines new approaches to the practice of statecraft in an era of rapid global change. Globalization is upsetting traditional international order and institutions, and changing the pace and intensity of decision making. Nation-state governments, while still the primary actors, must adjust to new sub-national, regional and transnational forces and players in a far more complex global arena. Digital Communication is revolutionizing relationships and interaction in the global arena. More groups and the general public are involved or mobilized in public participation than ever before. Vastly more information flows ever more quickly. Partisanship rises with segmentation, threatening fragmentation in public life. The new era reflects the imbalances and strains of major demographic change, especially the impact of an expanding tech-savvy younger generation. A significant youth bulge in volatile developing nations fuels reform efforts, but also creates the potential for conflict arising from continuing injustice and unmet expectations. Foreign policy institutions and decision makers here and abroad are increasingly subject to cross-pressures from competing domestic and transnational interests. In the U.S. the Inter-Agency must balance influential single-issue stakeholders and constituencies here and abroad. The course explores how the U.S. and other governments are responding to the new global challenges. Participants see to frame new “rules” of statecraft in the digital era.

INTS 4920 Conflict Resolution (5 Credits)
An introductory course which identifies the collective factors leading to successful reconciliation or agreeable compromises in conflicts; analyzes the role and influence of cultural norms, gender conditioning and different bargaining strategies on the resolution process; applies the practical fundamental of negotiation on particular problem-solving techniques.

INTS 4924 Democratization in the Middle East (5 Credits)
The promotion of democracy process and its implementation of democracy have emerged as a major goal for U.S. and world policy makers and have attracted the attention of many scholars. Democracy is now widely regarded as a political system that minimizes conflict, promotes sustainable development, and is a vital tool in the struggle against terrorism. However, the results of efforts to create democracies in various countries, including Iraq and Afghanistan are a clear illustration of the difficulties involved in making transitions to democracy. In this seminar, we shall focus on what is known about democratization, consider the nature and role of Islam, examine the state of democracy in key countries of the region, and consider the ways in which the U.S. and other external actors might strengthen democratic forces in the region.

INTS 4928 Topics in International Law (5 Credits)
This is a reading/seminar course. Students are asked to be well-prepared and contribute to the discussion. We explore mostly modern forms of torture. The use of torture has not abated in the last 100 years despite conventions, treaties and watchdog organizations. What has occurred is that torture has become “stealth”, to use Professor Rejali’s term. These “stealth” techniques leave no mark and have been developed equally by democratic states and totalitarian regimes. It is also clear that the U.S. has engaged in state sponsored torture (see The Constitution Project bi-partisan report of April, 2013). An important question before us is if there is any place for torture in the 21st century and if torture is an effective means to gather intelligence. If the answer to both questions is “no,” and torture violates the most basic ethical, moral, and legal norms of humanity, they why does it persist?.

INTS 4931 International Organizations (5 Credits)
An intermediate course on approaches to the study of international organizations, including institutionalism, neo-functionalism, complex interdependence, international regimes, and epistemic communities. Case studies examining collective security and peacekeeping, human rights, Antarctica, and the environment are discussed. Prerequisite: INTS 4900.

INTS 4932 International Law I (5 Credits)
INTS 4934 Intervention: Policies & Pract (5 Credits)
Procedures, policies and practices of international organizations and the roles they play in helping resolve internal issues and conflicts.

INTS 4935 Humanitarian Law of Armed Conflict (5 Credits)
This course is a theoretical and practical introduction to international humanitarianism law (IHL). IHL is known by many other names such as “humanitarian law,” “law of conflict,” and “laws of war.” All these terms refer to the rules regarding the treatment of civilians and non-combatants in areas of armed conflict and the rules of engagement for soldiers and combatants. These “rules” are especially important to know if you eventually work for an IO or NGO that finds itself in areas of armed conflict. Cross listed with CPSY 4560.

INTS 4936 International Law and Human Rights (5 Credits)
An introductory course examining the concept of human rights, including political, economic, social, and cultural rights. International, regional and national institutions, norms and procedures to protect individual and group rights are discussed. Recommended prerequisite: INTS 4940.

INTS 4937 Human Rights and Refugee Systems (5 Credits)
An introductory course which focuses on an examination of the international refugee system from the perspective of human rights achievements and abuse. Focuses on policies and mechanisms of refugee dislocation, resettlement, and repatriation with emphasis on persons from Asia, Africa, and Eastern Europe. Mental health outcomes are examined in depth. Prerequisites recommended: INTS 4940.

INTS 4939 Human Rights: Genocide (5 Credits)
An introductory course examining the concept of human rights, violations. From violence and brutality in classical antiquity, slavery in America, terror in the Soviet Union under Stalin, World War II and the Holocaust, and the Cambodian massacre in the 1970s. The course is designed to understand the extremely diverse conditions of regimes that used mass violence for political ends. Prerequisites recommended: INTS 4940.

INTS 4940 Introduction to Human Rights (5 Credits)
An introductory course focused around historical and theoretically relevant texts in human rights. First and second generation rights are emphasized. Early liberal, conservative, and socialist understandings of human rights are highlighted against their respective historical background.
INTS 4941 Human Rights and International Organizations (5 Credits)
An introductory course exploring the changing roles of international organizations in their efforts to protect and promote human rights. Examination of both the global and regional levels of human rights activities of international intergovernmental organizations are discussed. Recommended prerequisite: INTS 4940.

INTS 4945 International Human Rights Law and Advocacy (5 Credits)
This course includes a review of major international human rights instruments, the methods for bringing complaints to the UN and to each of the three regional human rights systems (Inter-American, European, and African), and various substantive topics - refugee and asylum law, humanitarian law (genocide, torture, war crimes, and crimes against humanity), special rights of indigenous peoples, minorities, women and children, and transitional justice. Following this course, students may enroll in INTS 4995, the clinical component of the human rights advocacy program.

INTS 4947 Human Rights and National Security (5 Credits)
In a sense, the debate over human rights and security is rooted in ancient arguments over power and morality. Yet it is particularly since the end of World War II and the defeat of the Nazis, the emergence of the United States as the leading world power, and the onset of the nuclear age, that the debate over the relationship between human rights and national security has been part of operational discourse in real world politics as well as in university classrooms. The course title suggests an amplitude of subject matter far greater than can be encompassed in the ten weeks of the quarter. So, instructors are likely to differ about which issues to explore in the available time, and inevitably, they will differ in their pedagogical methods. Differences in methodology will reflect differences in taste, personality, training and experience.

INTS 4951 Comparing International Societies (5 Credits)
Course explores variations in societies of states across time and place.

INTS 4953 Mental Health, Human Rights and Development (5 Credits)
To provide graduate students with an integrated theoretical and pragmatic orientation to the intersection of health and human rights, as these "play out" in the context of international development work.

INTS 4954 Human Rights Research and Design (5 Credits)
The purpose of this course is to acquaint students with graduate level research and writing strategies that facilitate the composition of concise, articulate, and informative pieces of scholarly and policy-oriented work. We explore an array of research options and techniques and look critically at the ways in which different uses of language are constitutive of meaning and structure in written works. This is considered a "skills" course which is designed to allow students to explore in depth a sub-topic of interest within a broader topic in the field of Human Rights. The topic varies each term. The work completed by students is edited minimally, and published in the Human Rights and Human Welfare Digest, the Josef Korbel School's online human rights journal. This digest is intended to serve as a resource for policymakers, non-profit organizations, and human rights advocates, by presenting concise and reliable information that is both informative and accessible. In the first half of the class, we focus on building practical research strategies, including: determining the parameters of research; identifying and accessing appropriate sources of information; using bibliographic management software; and compiling an annotated bibliography. The second half emphasizes the development of writing techniques that culminate in the production of an analytical essay and annotated bibliography of publishable quality. Attention is paid to grammar, syntax, structure, style, and appropriate language use.

INTS 4955 The Human Trafficking Clinic (5 Credits)
The Human Trafficking Clinic (HTC) is a two-year training program on forced labor, human trafficking, modern slavery, and international labor migration issues. The HTC has two areas of focus: research and advocacy. Most of the research is centered around the development of a human trafficking index. The advocacy element is centered around crafting legislative initiatives on both the state and federal level as well as community outreach and education. Guest lecturers present on research methodology, field research, statistics, future studies, and important issues related to forced labor and human trafficking. In addition to research and topic related discussions from other academic units and disciplines, representatives from IOs, NGOs, and government agencies present their work on the topic. Prerequisite: INTS 4987.

INTS 4957 Global Poverty and Human Rights (5 Credits)
The main purpose of this course is to understand the relation between global poverty and human rights in a broad sense. We will try to understand the extent and causes of global poverty both empirically and theoretically. We will also try to understand the nature of human rights discourse in their particular context by focusing on its social, economic and political dimensions. We will also try to understand the underlying causes of oppression, inequality and poverty in the world. In order to do this, we will look at the relationship between economic systems, political constraints and the nature of global poverty and human rights discourse historically, theoretically and empirically. In this way, both the reach and the current limits of the global poverty and human rights discourse can be identified. The last part of the course will focus on creating a new, more objective discourse on the nature of global poverty and human rights in light of our structural understanding of the political economy of global poverty and human rights.

INTS 4965 Technology and Sustainable Development (5 Credits)
Technology has always been a major influence on cultures and societies, national and international. Today, all countries recognize the key role that technology plays in achieving sustainable development and are striving to harness its potential while minimizing its negative impacts. New technologies such as robotics, genetics, information and communication all promise transformations that can greatly improve the quality of life of peoples everywhere. At the same time, they can also develop in ways that do not lead to as sustainable a future. Thus, they generate controversy and difficult policy choices for governments and peoples everywhere. Accordingly, it is essential to understand the nature of technology and its role in social and political change as well as the ways in which it can be controlled and harnessed for positive ends. In this seminar we will focus upon the relationship of technology to sustainable development and pay special attention to emerging technologies and to such issues as technology transfer, the relationship between technology and democracy, technology assessment and control, the role of appropriate technology, and how developing countries can develop modern scientific and technological capabilities that promote sustainable futures.
INTS 4966 Applied Field Methods (5 Credits)
An introductory course for students planning to conduct research in developing countries. Practical information is presented on transforming hypothesis into a fieldwork setting, questionnaire construction and administration, and interviewing techniques.

INTS 4972 Global Environmental Governance (5 Credits)
Global environmental problems pose seemingly intractable problems for international relations and policy. In this seminar, we probe some of the practical and theoretical difficulties associated with solving such problems. These problems include: How can sovereign nation-states agree to cooperate on environmental problems and how can such cooperation include businesses and civil society? No international institution can legitimately coerce nations into such cooperation. Therefore, international institutions much get them to agree to cooperate, must find ways to bring business and civil society into those agreements, and then find ways to monitor and enforce the agreements. This task is harder than it might seem, and we explore both theories and cases that illuminate it.

INTS 4981 Internship: Gov or Business (0-5 Credits)
This course enables students to work in a practical setting to acquire experience in an international organization, government agency, or non-profit foundation. The work, undertaken once a student is enrolled in GSIS, must be approved in advance by the academic advisor as relevant and worthwhile. Credit is determined by actual work time (100 hours = five credits). A grade of "P" (pass) is given after the work is completed, and a letter from the internship supervisor summarizing the student's experience is submitted to the Graduate Studies Office. Tutorial Record Form required.

INTS 4985 Strategic Problems in Intelligence (5 Credits)
Course will examine some of the major cases where intelligence has contributed to the success of the US Foreign strategic policy since WWII.

INTS 4987 Forced Labor and Human Trafficking (5 Credits)
This course looks at a brief history of slavery, especially as it pertains to the British, West African, West Indies, and American triangle. We then look at contemporary issues of forced labor, human trafficking and contemporary slavery. Human trafficking is a very complex problem that requires a sophisticated, inter-disciplinary critique.

INTS 4989 North American Defense and Security (5 Credits)
This course will challenge students to analyze the evolving North American Defense and Security environment since 1945. The course will begin by focusing on the history of the Canada - United Status (CANUS) defense and security relationship that began in the wake of World War Two and was predicated upon protecting the North American continent from Soviet attack with the formation of the Permanent Joint board on Defense (PJBD), Military Cooperation committee (MCC), and North American Air Defense Command (NORAD). However, the end of the Cold War and subsequent terror attacks of 9/11 dramatically changed the North American Defense and Security environment and created the need for enhanced cooperation between the United States, Canada, and Mexico.

INTS 4991 Independent Study (1-15 Credits)
A special individual arrangement for students to pursue more advanced work beyond that available through regular courses. Such study is arranged between professor and student prior to registration. Academic grades are assigned for course performance. Tutorial Record Form required.

INTS 4992 Directed Study (1-5 Credits)

INTS 4993 International Students Writing Lab (0-1 Credits)
Emphasizes aiding international students in perfecting their English writing skills as well as assisting them in developing ideas and solutions for specific course papers. Students receive advice on writing logic and structure as the instructor individually reviews draft papers and provides written comments. Classroom sessions provide students with the opportunity to share ideas as well as problems. An online portion will provide students with samples of scholarly writing, exercises, and classroom discussion supplements. Former participants are welcome to attend as part of independent study. Course can be taken for 0 or 1 credit and may also be repeated.

INTS 4995 M.A. Thesis Research (1-10 Credits)
This course allows a student to receive credit for research and writing undertaken as part of the master's thesis or SRP preparation. Such study is arranged between professor and student. Academic grades are reassigned for course performance. Tutorial Record Form required.

INTS 5991 Independent Study (1-10 Credits)
INTS 5992 Directed Study (1-5 Credits)
INTS 5995 Ph.D. Dissertation Research (1-10 Credits)
This course allows a student to receive credit for research and writing undertaken as part of the doctoral dissertation preparation. Grades of "P" (pass) are assigned after the dissertation is accepted by the committee. Prerequisite: Ph.D Candidacy (passing Comprehensive exams).

Morgridge College of Education

The University of Denver Morgridge College of Education is committed to preparing highly competent, socially responsible, ethical and caring professionals to promote learning in diverse settings. With a guiding commitment to excellence, our programs offer high-quality and rigorous academics with an emphasis on relevant, practical experience through field experiences, research and community-oriented projects. Through our focus on inclusiveness and innovation, we strive to create purposeful learning experiences designed to transform people and ideas.

With several regionally and nationally recognized programs, the College is known for its diverse, high quality students and alumni. The College offers certificate, master's and doctoral programs in Educational Research, Policy and Practice; Research Methods and Statistics; Library and Information Science; and School and Counseling Psychology.
Child, Family and School Psychology

Office: Katherine A. Ruffatto Hall, 2nd floor
Mail Code: 1999 E. Evans Avenue, Denver, CO 80208
Phone: 303.871.2473
Email: edinfo@du.edu
Web Site: http://morgridge.du.edu/programs/child-family-and-school-psychology/

Child, Family, School Psychology

The Child, Family and School Psychology (CFSP) program provides students with the knowledge and skills relevant for collaboration with diverse families, students, educators and professionals. These programs are designed to help graduates to meet the educational and mental health needs of all students and families within a rapidly changing global society based on a strong understanding of the interrelationship between environmental, neurobiological and cultural influences on development.

Our Program’s Goal

No matter what degree a student chooses to pursue, our program goal is to prepare highly competent, collaborative, ethical and self-reflective scientist-practitioners who can solve problems and share decision-making with others to optimize social-emotional, cognitive, academic and behavioral outcomes for typically and atypically developing children from birth to age 21.

Master of Arts in Child, Family, and School Psychology

The CFSP Master’s (MA) degree prepares students interested in working in community agencies or educational settings that emphasize policy as it relates to direct service to young children and families. Licensure as a school psychologist is not available with the MA in CFSP degree. The MA courses are aligned with the CFSP School Psychology Doctoral degree and prepare students for further study.

Educational Specialist degree in Child, Family, and School Psychology with a Concentration in School Psychology

The CFSP Educational Specialist degree – School Psychology Generalist (EdS-G) prepares professionals in all aspects of School Psychology services to work with children and families from birth to age 21 in school or community settings. All graduates of the EdS program are eligible for a Colorado Department of Education license in School Psychology and the National Association of School Psychologist’s National Certification (NCSP) after the successful completion of all coursework and passing the Praxis II/National Association of School Psychology licensing exam.

Program Accreditation

The Ed.S. degree is conditionally approved by the National Association of School Psychologists (NASP).

Educational Specialist degree in Child, Family, and School Psychology with a Concentration in Early Childhood School Psychology

The CFSP Educational Specialist degree – School Psychology with Early Childhood Concentration (EdS-EC) prepares professionals in all aspects of School Psychology services to work with children and families from birth to age 21. This degree requires an additional 13 hours of integrated core and practical coursework, beyond that required for the EdS- Generalist degree. All graduates of the EdS program are eligible for a Colorado Department of Education license in School Psychology and the National Association of School Psychologist’s National Certification (NCSP) after the successful completion of all coursework and passing the Praxis II/National Association of School Psychology licensing exam.

Program Accreditation

The Ed.S. degree is conditionally approved by the National Association of School Psychologists (NASP).

Doctor of Philosophy in Child, Family, and School Psychology, Pathway for EdS Professionals

The CFSP PhD - Pathway for EdS Professionals is a unique PhD program designed for EdS professionals who wish to deepen their expertise in the dynamic field of education and school psychology. This degree program meets the needs of experienced professionals and recent graduates with an EdS from a NASP approved program interested in enhancing their careers through the development of applied research and leadership skills. It is intended to link professional knowledge and research with the world of practice in a chosen specialty area of study. Students take a flexible array of advanced courses in child and family studies, family and systems service delivery, organizational management, research and program evaluation and policy development that are designed to develop expertise matched to individual interests and proficiency.
Doctor of Philosophy in Child, Family, and School Psychology

The CFSP PhD degree – School Psychology (PhD-SP) prepares professionals in all aspects of doctoral-level school psychology services. All graduates are eligible for a Colorado Department of Education license in School Psychology and the National Association of School Psychologist’s National Certification (NCSP) after the successful completion of all coursework and passing the Praxis II/National Association of School Psychology licensing exam. PhD-SP students are required to pass comprehensive examinations and to complete a dissertation. The PhD-SP is currently under review for approval by the National Association of School Psychologists (NASP).

Program Accreditation
This degree is under review for approval by the National Association of School Psychologists (NASP).

Master of Arts in Child, Family, and School Psychology

- Online Application for Graduate Admission
- One (1) official transcript from each college/university where at least 1 credit has been earned, mailed directly to DU
- Graduate Record Exam (GRE) official score report (taken within the last five years)
- 2 Letters of Recommendation (uploaded online by recommender) – 2 required; 3 recommended.
- Statement of Professional Goals
- Current Vita/Resume
- $65 Application Fee: The application fee may be paid with a credit card only at time of submission. You cannot pay the fee online once you have submitted your application. The application fee may also be paid on a bank draft or personal check drawn from a U.S. bank.

Educational Specialist degree in Child, Family, and School Psychology with a Concentration in School Psychology

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Educational Specialist degree in Child, Family, and School Psychology with a Concentration in Early Childhood School Psychology

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Doctor of Philosophy in Child, Family, and School Psychology, Pathway for EdS Professionals

- Online Application for Graduate Admission
- One (1) official transcript from each college/university where at least 1 credit has been earned, mailed directly to DU
- Graduate Record Exam (GRE) official score report (taken within the last five years)
- 3 Letters of Recommendation (uploaded online by recommender)
- Statement of Professional Goals
- Current Vita/Resume
- Employer/Supervisor Evaluation
- In-service or Training Presentation
• Case Study in NASP Format
• $65 Application Fee: The application fee may be paid with a credit card only at time of submission. You cannot pay the fee online once you have submitted your application. The application fee may also be paid on a bank draft or personal check drawn from a U.S. bank.

Doctor of Philosophy in Child, Family, and School Psychology WITH A CONCENTRATION IN CHILD AND FAMILY STUDIES

• Online Application for Graduate Admission
• One (1) official transcript from each college/university where at least 1 credit has been earned, mailed directly to DU
• Graduate Record Exam (GRE) official score report (taken within the last five years)
• 3 Letters of Recommendation (uploaded online by recommender)
• Statement of Professional Goals
• Current Vita/Resume
• $65 Application Fee: The application fee may be paid with a credit card only at time of submission. You cannot pay the fee online once you have submitted your application. The application fee may also be paid on a bank draft or personal check drawn from a U.S. bank.

Master of Arts in Child, Family, and School Psychology

Degree Requirements
Coursework Requirements

Core Knowledge Base and Foundations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CFSP 4304</td>
<td>Diversity in School and Community Settings (F)</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4310</td>
<td>Infant Development (F)</td>
<td>3</td>
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<tr>
<td>CFSP 4311</td>
<td>Child Development (W)</td>
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<td>CFSP 4312</td>
<td>Learning Application and Analysis (W)</td>
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<td>CFSP 4305</td>
<td>Exceptional Child: Biomedical &amp; Psycho-Social Aspects (W)</td>
<td>3</td>
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<tr>
<td>CNP 4641</td>
<td>Adolescent Development (S)</td>
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Legal, Ethical, and Professional Foundations

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<tr>
<td>CFSP 4302</td>
<td>Legal Issues in Education (S/Sum)</td>
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Professional Skills and Training

Evaluation and Assessment

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<td>Professional and Ethical Issues in Education (F)</td>
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<tr>
<td>RMS 4910</td>
<td>Introductory Statistics (F)</td>
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<td>CFSP 4320</td>
<td>Infant Assessment (S)</td>
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<tr>
<td>CFSP 4326</td>
<td>Preschool Assessment (S/Sum)</td>
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Collaborative Consultation with Families and Schools

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<tr>
<td>CFSP 4308</td>
<td>Early Academic Competencies (W/S)</td>
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<tr>
<td>or CFSP 4336</td>
<td>Preschool Interventions</td>
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<tr>
<td>CFSP 4337</td>
<td>School-Age Academic Competencies (S)</td>
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Applied Coursework

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<tr>
<td>CFSP 4349</td>
<td>Practica I (taken over 4 quarters-F, W, S, Sum)</td>
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Non-coursework Requirements

• Capstone

Total Credits: 45
Minimum number of credits required for degree: 45
**Education Specialist in Child, Family, and School Psychology with a Concentration in Early Childhood School Psychology**

**Degree Requirements**

**Coursework Requirements**

### Core Knowledge Base and Foundations

<table>
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<th>Course Code</th>
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<tr>
<td>CFSP 4304</td>
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<td>CFSP 4310</td>
<td>Infant Development</td>
<td>1-Fall</td>
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<tr>
<td>CFSP 4311</td>
<td>Child Development</td>
<td>1-Winter</td>
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<td>CNP 4641</td>
<td>Adolescent Development</td>
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### Developmental and Psychological Foundations

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<td>Exceptional Child: Biomedical &amp; Psycho-Social Aspects</td>
<td>1-Winter</td>
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<tr>
<td>CFSP 4312</td>
<td>Learning Application and Analysis</td>
<td>1-Winter</td>
<td>3</td>
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<tr>
<td>CFSP 4338</td>
<td>Low-Incidence Disability and Intervention</td>
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### Learning Theory, Educational Foundations, and Special Education

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<th>Quarter</th>
<th>Credit(s)</th>
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<tr>
<td>CFSP 4301</td>
<td>Professional and Ethical Issues in Education</td>
<td>1-Fall</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4315</td>
<td>Professional and Ethical Issues in Early Childhood Special Education</td>
<td>1 or 2-Fall</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4302</td>
<td>Legal Issues in Education</td>
<td>1-Spring/Summer</td>
<td>2</td>
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### Legal, Ethical, and Professional Foundations

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFSP 4320</td>
<td>Infant Assessment</td>
<td>1-Spring</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4326</td>
<td>Preschool Assessment</td>
<td>1-Summer</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4322</td>
<td>Psycho-Educational Assessment I</td>
<td>2-Fall</td>
<td>4</td>
</tr>
<tr>
<td>CFSP 4323</td>
<td>Psycho-Educational Assessment II</td>
<td>2-Winter</td>
<td>4</td>
</tr>
<tr>
<td>CFSP 4324</td>
<td>Social-Emotional Assessment</td>
<td>2-Spring</td>
<td>4</td>
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</table>

### Professional Skills and Training

**Research, Measurement, Program Evaluation, and Technology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMS 4910</td>
<td>Introductory Statistics</td>
<td>1-Summer</td>
<td>5</td>
</tr>
<tr>
<td>CFSP 4363</td>
<td>Child, Family, School Psychology Program Development and Evaluation</td>
<td>2-Winter</td>
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</table>

### Individual Evaluation and Assessment

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFSP 4303</td>
<td>Risk, Resiliency &amp; Prevention</td>
<td>2-Fall</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4308</td>
<td>Early Academic Competencies</td>
<td>1-Winter</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4337</td>
<td>School-Age Academic Competencies</td>
<td>1-Spring</td>
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**Option**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter</th>
<th>Credit(s)</th>
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</thead>
<tbody>
<tr>
<td>CFSP 4340</td>
<td>Counseling Children and Adolescent</td>
<td>2-Winter/Summer</td>
<td>4</td>
</tr>
<tr>
<td>CFSP 4342</td>
<td>Crisis, Intervention and Prevention</td>
<td>2-Summer</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4336</td>
<td>Preschool Interventions</td>
<td>2-Spring</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4343</td>
<td>Group Counseling Children and Adolescents in School Settings</td>
<td>2-Summer</td>
<td>4</td>
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</tbody>
</table>

### Prevention, Wellness Promotion, Counseling and Crisis Intervention

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFSP 4335</td>
<td>Infant &amp; Family Interventions</td>
<td>1-Summer</td>
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### Collaborative Consultation with Families and Schools

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Quarter</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFSP 4330</td>
<td>Family-School Partnering and Consultation</td>
<td>2-Spring</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4332</td>
<td>Classroom Management and Consultation</td>
<td>2-Winter</td>
<td>4</td>
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</table>

### Applied Coursework

**Applied Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFSP 4349</td>
<td>Practica I</td>
<td>1-Fall, Winter, Spring, Summer</td>
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<tr>
<td>CFSP 4353</td>
<td>Practica II</td>
<td>2-Fall, Winter, Spring</td>
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<tr>
<td>CFSP 4357</td>
<td>Early Childhood Practicum</td>
<td>1-Winter, Spring, or Summer</td>
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</table>

### Culminating Field Experience

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Quarter</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFSP 4355</td>
<td>School Psychology Internship</td>
<td>1200 hrs. one year full-time or two years half-time</td>
<td>1-6</td>
</tr>
</tbody>
</table>
Praxis II/NASP Exam (score of 165 or greater) (2-Summer)

Minimum number of credits required for degree: 108

Non-coursework Requirements
- Passing Score on Praxis Exam
- 1200-hour School Psychology Internship

Education Specialist in Child, Family, and School Psychology with a Concentration in School Psychology

Degree Requirements

Coursework Requirements

Core Knowledge Base and Foundations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFSP 4304</td>
<td>Diversity in School and Community Settings (1-Fall)</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4310</td>
<td>Infant Development (1-Fall)</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4311</td>
<td>Child Development (1-Winter)</td>
<td>3-5</td>
</tr>
<tr>
<td>CNP 4641</td>
<td>Adolescent Development (1-Spring)</td>
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</table>

Learning Theory, Educational Foundations, and Special Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFSP 4305</td>
<td>Exceptional Child: Biomedical &amp; Psycho-Social Aspects (1-Winter)</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4312</td>
<td>Learning Application and Analysis (1-Winter)</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4338</td>
<td>Low-Incidence Disability and Intervention (2-Spring)</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4301</td>
<td>Professional and Ethical Issues in Education (1-Fall)</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4302</td>
<td>Legal Issues in Education (1-Spring/Summer)</td>
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</table>

Professional Skills and Training

Research, Measurement, Program Evaluation, and Technology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>RMS 4910</td>
<td>Introductory Statistics (1-Summer)</td>
<td>5</td>
</tr>
<tr>
<td>CFSP 4363</td>
<td>Child, Family, School Psychology Program Development and Evaluation (2-Winter)</td>
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</table>

Individual Evaluation and Assessment

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<tbody>
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<td>CFSP 4320</td>
<td>Infant Assessment (1-Spring)</td>
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<tr>
<td>CFSP 4326</td>
<td>Preschool Assessment (1-Summer)</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4322</td>
<td>Psycho-Educational Assessment I (2-Fall)</td>
<td>4</td>
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<tr>
<td>CFSP 4323</td>
<td>Psycho-Educational Assessment II (2-Winter)</td>
<td>4</td>
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<tr>
<td>CFSP 4324</td>
<td>Social-Emotional Assessment (2-Spring)</td>
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Prevention, Wellness Promotion, Counseling and Crisis Intervention

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<tbody>
<tr>
<td>CFSP 4303</td>
<td>Risk, Resiliency &amp; Prevention (2-Fall)</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4308</td>
<td>Early Academic Competencies (1-Winter)</td>
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<td>School-Age Academic Competencies (1-Spring)</td>
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</tr>
<tr>
<td>CFSP 4340</td>
<td>Counseling Children and Adolescent (2-Fall)</td>
<td>4</td>
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<tr>
<td>CFSP 4342</td>
<td>Crisis, Intervention and Prevention (2-Spring/Summer)</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4343</td>
<td>Group Counseling Children and Adolescents in School Settings (2-Winter/Summer)</td>
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Collaborative Consultation with Families and Schools

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFSP 4330</td>
<td>Family-School Partnering and Consultation (2-Spring)</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4332</td>
<td>Classroom Management and Consultation (2-Winter)</td>
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</table>

Applied Coursework

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CFSP 4349</td>
<td>Practica I (1-Fall, Winter, Spring, Summer)</td>
<td>1-4</td>
</tr>
<tr>
<td>CFSP 4353</td>
<td>Practica II (2-Fall, Winter, Spring, Summer)</td>
<td>1-6</td>
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</table>

Culminating Field Experience

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

1 Required for concentration totaling 18 credits.
CFSP 4355  School Psychology Internship (3-Fall, Winter, Spring)  1-6
Final Assessment: Praxis II/NASP Exam (score of 165 or greater.) (2-Summer)

Total Credits

90

Minimum number of credits required for degree: 90

Non-coursework Requirements

- 1200-hour School Psychology Internship
- Passing score on PRAXIS exam

Doctor of Philosophy in Child, Family, and School Psychology with a Concentration in Child and Family Studies

Degree Requirements

Coursework Requirements

Core Knowledge Base and Foundations

(Quarter offered in parentheses)

Developmental and Psychological Foundations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CFSP 4304</td>
<td>Diversity in School and Community Settings (Fall)</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4310</td>
<td>Infant Development (Fall)</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4311</td>
<td>Child Development (Winter)</td>
<td>3-5</td>
</tr>
<tr>
<td>CFSP 4312</td>
<td>Learning Application and Analysis (Winter)</td>
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</tr>
<tr>
<td>CNP 4641</td>
<td>Adolescent Development (Spring)</td>
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</table>

Professional Skills and Training

Research, Measurement, Program Evaluation and Technology (minimum hours)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RMS 4951</td>
<td>Mixed Method Research Design</td>
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</tr>
<tr>
<td>RMS 4930</td>
<td>Empirical Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>RMS 4910</td>
<td>Introductory Statistics</td>
<td>5</td>
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</table>

Research Courses

Intermediate level

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>RMS 4942</td>
<td>Qualitative Data Collection and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>RMS 4921</td>
<td>Psychometric Theory</td>
<td>3</td>
</tr>
<tr>
<td>RMS 4932</td>
<td>Meta-Analysis Social Science Research</td>
<td>3</td>
</tr>
<tr>
<td>RMS 4931</td>
<td>Survey and Design Analysis</td>
<td>3</td>
</tr>
<tr>
<td>RMS 4911</td>
<td>Correlation and Regression</td>
<td>3</td>
</tr>
<tr>
<td>RMS 4912</td>
<td>Analysis of Variance</td>
<td>3</td>
</tr>
<tr>
<td>RMS 4959</td>
<td>Topics in Research Design</td>
<td>3</td>
</tr>
<tr>
<td>SOWK 5405</td>
<td>Qualitative Data Analysis</td>
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<tr>
<td>STAT 4810</td>
<td>Nonparametric Statistics</td>
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Advanced level

<table>
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<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>RMS 4951</td>
<td>Mixed Method Research Design</td>
<td>3</td>
</tr>
<tr>
<td>RMS 4929</td>
<td>Topics in Psychometrics</td>
<td>3</td>
</tr>
<tr>
<td>RMS 4922</td>
<td>Item Response Theory</td>
<td>3</td>
</tr>
<tr>
<td>RMS 4914</td>
<td>Structural Equation Modeling</td>
<td>3</td>
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<tr>
<td>RMS 4913</td>
<td>Multivariate Analysis</td>
<td>3</td>
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<tr>
<td>RMS 4919</td>
<td>Topics in Statistics</td>
<td>3</td>
</tr>
<tr>
<td>RMS 4915</td>
<td>Hierarchical Linear Modeling</td>
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<td>RMS 4916</td>
<td>Latent Growth Curve Modeling</td>
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<tr>
<td>RMS 4945</td>
<td>Community-Based Research</td>
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</tr>
<tr>
<td>RMS 4946</td>
<td>Advanced Qualitative Research</td>
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<tr>
<td>RMS 4947</td>
<td>Arts-Based Research</td>
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<tr>
<td>CFSP 5995</td>
<td>Dissertation Research</td>
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Learning Theory, Educational Foundations, and Special Education Leadership
### Coursework Requirements

**Research, Measurement, Program Evaluation**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>RMS 4930</td>
<td>Empirical Research Methods</td>
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<tr>
<td>RMS 4910</td>
<td>Introductory Statistics</td>
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</tr>
<tr>
<td>RMS 4941</td>
<td>Introduction to Qualitative Research</td>
<td>4</td>
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</table>

**Research Courses**

- Intermediate level
  - RMS 4942: Qualitative Data Collection and Analysis
  - RMS 4921: Psychometric Theory

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**Applied Coursework and Cognate**

**Applied Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CFSP 4349</td>
<td>Practica I</td>
<td>4</td>
</tr>
<tr>
<td>CFSP 4353</td>
<td>Practica II</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4361</td>
<td>Seminar: CFSP Supervision (take during one quarter)</td>
<td>1</td>
</tr>
<tr>
<td>CFSP 4355</td>
<td>School Psychology Internship (1 yr full-time or 2 yrs half-time)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Cognate Courses**

- Minimum of five courses in a defined advanced specialization selected in consultation with advisor

**Total Credits**

- 135

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**Legal, Ethical and Professional Foundations**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFSP 4301</td>
<td>Professional and Ethical Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4302</td>
<td>Legal Issues in Education (Spring/Summer)</td>
<td>2</td>
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</table>

**Evaluation and Assessment**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CFSP 4363</td>
<td>Child, Family, School Psychology Program Development and Evaluation (Spring)</td>
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<tr>
<td>CFSP 4322</td>
<td>Psycho-Educational Assessment I (Fall)</td>
<td>4</td>
</tr>
<tr>
<td>CFSP 4323</td>
<td>Psycho-Educational Assessment II (Winter)</td>
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<tr>
<td>CFSP 4324</td>
<td>Social-Emotional Assessment (Spring)</td>
<td>4</td>
</tr>
<tr>
<td>CFSP 4320</td>
<td>Infant Assessment (Spring)</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4326</td>
<td>Preschool Assessment (Summer)</td>
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**Collaborative Consultation with Families and Schools**

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<td>Family-School Partnering and Consultation (Spring)</td>
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<td>CFSP 4340</td>
<td>Counseling Children and Adolescent (Fall)</td>
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<tr>
<td>CFSP 4332</td>
<td>Classroom Management and Consultation (Spring)</td>
<td>4</td>
</tr>
<tr>
<td>CFSP 4337</td>
<td>School-Age Academic Competencies (Spring)</td>
<td>4</td>
</tr>
<tr>
<td>CFSP XXXX</td>
<td>Group Counseling in the Schools. (Winter/Summer)</td>
<td>4</td>
</tr>
</tbody>
</table>

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**The 135 minimum credit requirement is from the baccalaureate degree.**

**Non-coursework Requirements**

- Passing of Praxis Exam
- Comprehensive Examination
- 1500-Hour full year internship
- Dissertation

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**Doctor of Philosophy in Child, Family, and School Psychology with a Concentration in School Psychology**

**Pathway for EdS Professionals**

**Degree Requirements**

**Research Requirements**

---

**Cognate Courses**

- Minimum of five courses in a defined advanced specialization selected in consultation with advisor

---

**Total Credits**

- 135
RMS 4932  Meta-Analysis Social Science Research
RMS 4931  Survey and Design Analysis
RMS 4911  Correlation and Regression
RMS 4912  Analysis of Variance
RMS 4959  Topics in Research Design
SOWK 5405  Qualitative Data Analysis
STAT 4810  Nonparametric Statistics

Advanced level

3
RMS 4951  Mixed Method Research Design
RMS 4929  Topics in Psychometrics
RMS 4922  Item Response Theory
RMS 4914  Structural Equation Modeling
RMS 4913  Multivariate Analysis
RMS 4919  Topics in Statistics
RMS 4915  Hierarchical Linear Modeling
RMS 4916  Latent Growth Curve Modeling
RMS 4945  Community-Based Research
RMS 4946  Advanced Qualitative Research
RMS 4947  Arts-Based Research

Dissertation
CFSP 5995  Dissertation Research

Applied Coursework and Cognate

Applied Courses
CFSP 4361  Seminar: CFSP Supervision (take during one quarter)  2
CFSP 4355  School Psychology Internship (Optional 1 year Internship (must be taken for further PhD licensing))  1-6

Cognate Courses
Possible concentrations include: Data-based Decision Making, Assessment and Evaluation Prevention, Intervention, and Consultation Advanced Developmental Theory Advocacy, Policy and Leadership  10

Total Credits  52

The 52 minimum credit requirement is only for students with an earned education specialist degree (EdS).

Non-coursework Requirements

• Comprehensive Exam
• Dissertation

Courses
CFSP 3900 Child Guidance (5 Credits)
Students in this class explore effective child guidance theories and factors that impact their classroom application with young children from birth to age 8. Empirically-based positive guidance techniques and strategies are reviewed and applied to everyday practice, especially as they relate to establishing prosocial environments, classroom management, and meeting the needs of children and families from diverse backgrounds.

CFSP 3910 Early Childhood Nutrition (3 Credits)
Young children have specific nutritional and physical needs. This course covers the nutritional needs of children, such as how to ensure that they get all the nutrients they need to stay healthy. The course explores what consists of safe foods at various stages in childhood, especially when not all foods can be eaten by infants and toddlers. Learn about the best practices in the field of early education regarding what foods to serve young children that promote positive health, hygiene and physical development.

CFSP 3991 Independent Study (1-10 Credits)
CFSP 3992 Directed Study (1-10 Credits)
CFSP 4000 Assessment for Non-Psychologists (2 Credits)
Foundation and methodology of assessment are considered in the context of informing practices of professionals who construct a variety of test formats including assessment of cognitive abilities, achievement testing, vocational assessment, and assessment of personality.
CFSP 4301 Professional and Ethical Issues in Education (3 Credits)
This course examines professional issues pertinent to working with early childhood through adolescent populations in school and community settings. Professional issues and contemporary service models pertinent to the field of early childhood and school psychology are reviewed, including an introduction to ethical issues, federal mandates, professional training, and roles and responsibilities. Students learn and are involved in casework discussion pertinent to the application of best practices in the delivery of assessment, intervention, and consultation services. Special emphasis is given to current mental health and education regulations and reforms. Controversial issues highlighted in the field are covered including differential issues facing early childhood and school psychology professionals in urban and rural settings. Students become acquainted with a variety of ethical issues affecting practice in the public schools; in hospital, agency, and private settings; and in higher education. Attention is focused on ethical standards, reasoning processes, and conduct in applied settings.

CFSP 4302 Legal Issues in Education (2 Credits)
This course is designed to acquaint students with a variety of legal issues affecting practice in the public schools; in hospital, agency, and private settings; and in higher education. Attention is focused on federal and state legislation, special and regular education case law, psychological practice case law, and ethical standards, reasoning processes, and conduct in applied settings. Special consideration is given to the nonequivalence of ethical standards of practice as they relate to legal mandates and court decisions concerning practice in the schools.

CFSP 4303 Risk, Resiliency & Prevention (3 Credits)
This course examines the history and theoretical bases of resiliency research and the characteristics of children at significant risk of delays, disorders, and low-incidence disabilities. Participants obtain practical information regarding the assessment, identification, amelioration, facilitative responses, and intervention in school and community settings for these populations. The course moves beyond a pathology approach that focuses on the deficits of children and families to an empowerment perspective that focuses on strengths. The course is grounded in child development research and educational and family systems Prevention principles, curriculum, and policy agendas are discussed that build on a model of collaboration between and among disciplines in community and school settings.

CFSP 4304 Diversity in School and Community Settings (3 Credits)
This course explores diversity in children and families, and the impact of culture on personal and family development. Emphasis is placed on the intersection of school and community settings’ cultures and those of children and families, and how this affects learning and development for individuals and groups of children. Attention is given to students’ cultures and cultural experiences, and how these affect the work they do with children and families in school and community settings.

CFSP 4305 Exceptional Child: Biomedical & Psycho-Social Aspects (3 Credits)
This course provides a broad survey of the field of exceptionality and special education. Included are discussions of current issues and controversies in the field, characteristics, classification, diagnosis, and educational interventions for early childhood and school-aged children with high-incidence and low-incidence disabilities who have exceptional educational needs. Biomedical and psychosocial etiologies are reviewed. Implications for child and family interventions and supports also are addressed.

CFSP 4306 Exceptional Child: Biomedical & Psycho-Social Aspects (3 Credits)
This course provides an overview of early academic competencies across diverse settings and stakeholders, such as families, teachers/providers, programs, and communities. A comparative analysis of evidence-based early literacy strategies, environments, curriculum, and a review of current evaluation and instructional language and math literacy practices for working with teachers, families, and young children is undertaken. Play-based and other informal methods of assessment and intervention are covered, including the integration of technology and strategies to promote early skill development with language and math with infants, toddlers and preschoolers in natural environments.

CFSP 4310 Infant Development (3 Credits)
This course provides an overview of theoretical, research, and practice issues in the field of child development. Attention is given to sensorimotor, cognitive, language, and social-emotional development. The focus of the course is on typical development of children from early childhood to early adolescence. The course will emphasize the synthesis of past research into current findings and accepted theories and will allow the student to broaden their understanding of the impact of research on current policies and practices.

CFSP 4311 Child Development (3-5 Credits)
This course provides an overview of the growth and development of the child from conception to twelve years. Attention is given to physical/sensorimotor, cognitive, language, and social-emotional development domains with a focus on typical as well as atypical development. Research and policy are reviewed as it relates to developmentally appropriate practice addressing the whole child and the creation of supportive environmental contexts. Guided observation and individual case work allow for application and integration of developmental theory and practice.

CFSP 4312 Learning Application and Analysis (3 Credits)
This course examines learning theories and applied behavioral principles. Students learn to apply theories to case studies and fieldwork relating to infants, toddlers, preschoolers, and school-age children with and without disabilities. Students work in teams to analyze and solve problems relating to learning and behavior at home and school, and to develop positive behavioral support and effective learning plans.

CFSP 4315 Professional and Ethical Issues in Early Childhood Special Education (3 Credits)
This course provides students with an understanding of the role of an Early Childhood Special Educator Specialist and serves as the foundation for students who are interested in pursuing this as a profession. This includes the profession’s ethical and professional practice standards, and understanding of the multiple roles and complex situations across wide age and developmental ranges. This course also covers the historical laws and legal issues associated with the profession. The course also highlights why special educators engage in professional activities and learning communities that benefit individuals with developmental issue and their families, colleagues, and their own professional growth. This course promotes the idea that special educators are lifelong learners and regularly reflect on and adjust their practice.
CFSP 4320 Infant Assessment (3 Credits)
This course is designed to teach students how to assess infants using a variety of standardized and non-standardized methods. The entire assessment process including screening, evaluating, writing results, and interpreting the results to families and to professionals are addressed. Tests are examined with consideration for when and why specific instruments should be used. Students are trained in-depth in the administration and interpretation of a variety of instruments for assessment of cognitive, language, social-emotional and motor development. Prerequisite: CFSP 4310.

CFSP 4322 Psycho-Educational Assessment I (4 Credits)
This course is one of two required courses designed to provide students in School Psychology with expertise in individual intelligence and achievement test administration, scoring, interpretation, and report writing. Each student has an opportunity to administer various cognitive and achievement measures, with particular emphasis on the Wechsler Scales. Contemporary issues pertinent to the assessment of intelligence are covered. Emphasis is placed synthesizing and integrating information from cognitive and achievement assessment with other sources to produce effective educational recommendations. In addition, the role of these tools in the special education qualification process is highlighted. Important issues regarding the use of such tests are discussed, as well as the use of tests in schools and clinical practice. The focus of the class is primarily on the assessment of school-aged children. Lab fee required.

CFSP 4323 Psycho-Educational Assessment II (4 Credits)
This course is the second of two required courses designed to provide students in School Psychology with expertise in individual intelligence and achievement test administration, scoring, interpretation, and report writing. Each student has an opportunity to administer various cognitive and achievement measures, with particular emphasis on the Woodcock Johnson Scales. Nontraditional forms of assessment, as well as adaptive behavior measures, are also covered. Integrating results of assessments with other data to provide effective educational recommendations continues to be an emphasis. The focus of the class is on the assessment of school-aged children. Lab fee required.

CFSP 4324 Social-Emotional Assessment (4 Credits)
This course is designed to provide students with knowledge of the major approaches to assess a school-aged student's social and emotional status. Instruction includes underlying theories, use and interpretation of interviewing techniques, observation methods, objective behavior ratings, self-report measures, sociometric procedures and selected projectives. Emphasis is placed on the integration and interpretation of multimethod, multisource and multisetting data to improve diagnostic accuracy, and the use of assessment results in developing effective intervention strategies. Students learn to incorporate such assessment information using case studies. In addition, students develop skills in writing case reports and in making effective presentations of social-emotional assessment results. Consideration is given to contemporary issues in the assessment of children's social emotional functioning. Lab fee required.

CFSP 4326 Preschool Assessment (3 Credits)
This course is designed to teach students how to assess preschoolers using a variety of standardized and non-standardized methods. The entire assessment process including screening, evaluating, writing results, and interpreting the results to families and to professionals are addressed. Tests are examined with consideration for when and why specific instruments should be used. Students are trained in-depth in the administration and interpretation of a variety of instruments for assessment of cognitive, language, social-emotional and motor development. Prerequisites: CFSP 4311 and CFSP 4320.

CFSP 4330 Family-School Partnering and Consultation (3 Credits)
This course is designed to familiarize educational, mental health, and early childhood service providers with essential attitudes, approaches, and actions necessary to form successful family-school-community partnerships that can foster development and learning, especially for children with disabilities. Ecological, family systems, and family-centered theory and principles serve as the foundation for working collaboratively with families from diverse cultural and social backgrounds within school and community settings. Students gain skills in family interviewing; consultation to identify family strengths, needs, and resources; collaborative problem-solving; and multi-systemic learning. Evidence-based family involvement, education, and intervention strategies contribute to positive family-school partnering relationships are reviewed within a multi-tiered, school-based service delivery framework.

CFSP 4332 Classroom Management and Consultation (4 Credits)
This course is designed to provide students with knowledge of the major approaches to assess a school-aged student's social and emotional status. Instruction includes underlying theories, use and interpretation of interviewing techniques, observation methods, objective behavior ratings, self-report measures, sociometric procedures and selected projectives. Emphasis is placed on the integration and interpretation of multimethod, multisource and multisetting data to improve diagnostic accuracy, and the use of assessment results in developing effective intervention strategies. Students learn to incorporate such assessment information using case studies. In addition, students develop skills in writing case reports and in making effective presentations of social-emotional assessment results. Consideration is given to contemporary issues in the assessment of children's social emotional functioning. Lab fee required.

CFSP 4335 Infant & Family Interventions (3 Credits)
This course will describe various models for intervention with infants and toddlers with disabilities, emphasizing intervention within natural environments. Working with children and families in home, childcare, and other community settings will be emphasized and contrasted with intervention in more clinical settings. Students learn how to consult with parents and community professionals in providing coordinated transdisciplinary services when working with children in home and community settings. All areas of development will be addressed. Field experiences with children and families are expected to practice the skills addressed in class. Families will be asked to share their experiences to enable students to gain the "human" side of theory and practice.

CFSP 4336 Preschool Interventions (3 Credits)
This course covers early childhood interventions applicable within community, preschool and home environments. A hierarchy of intervention strategies is addressed including universal, targeted, and intensive approaches. There is a focus on building supportive networks, routine-based intervention strategies, and collaboration to enhance family resources. Students review empirically validated early interventions and curriculum for young children exhibiting both normal and delayed development.
CFSP 4337 School-Age Academic Competencies (4 Credits)
The purpose of this course is to review theories of learning disability and response to intervention approaches that incorporate environmental, curriculum-based, standardized, analytical or diagnostic assessments. Students learn to link assessment data to targeted empirically-valid learning and behavioral; interventions and strategies for students exhibiting difficulties or delays in literacy, written language, or math skills. Students evaluate learning environments, formulate instructional hypotheses, and plan interventions and strategies in regards to phonemic awareness, decoding/phonics, word recognition, reading fluency, listening/reading comprehension, study skills, written expression, mathematical calculation or problem-solving. Guidelines to promote differentiated classroom instruction and for working with students with limited English proficiency are reviewed. Effective family-school partnering and home-school consultation practices are highlighted to further facilitate learning. These goals are accomplished through critical readings and assignments, classroom case discussion, demonstrations, modeling, practice with hypothetical cases, and individualized tutoring with a referred student.

CFSP 4338 Low-Incidence Disability and Intervention (3 Credits)
This course reviews a wide range of neurodevelopmental disorders and low-incidence disabilities including autism, fragile X syndrome, and Fetal Alcohol Syndrome, visual and hearing impairment, along with syndromes associated with chromosomal deletions. Implications for assessment and intervention are outlined including diagnostic criteria, prevalence, and treatment and intervention strategies. Research on identification and treatment including state of the art interventions and assistive technology are addressed. Experts and researchers on specific disabilities, from the community will be used as guest lecturers. Students observe children within community sites and also work with local families affected by low-incidence disabilities.

CFSP 4339 Introduction to Play Therapy (3 Credits)
This course examines the history and theoretical bases of major theories of play to enhance children's social-emotional and adaptive functioning. Child-centered, interpretive, and structured play therapy models are reviewed. Information is covered regarding preparation, selection of materials and toys, playroom characteristics, facilitative responses, and how to adapt play therapy in school, home and clinical settings. The play therapy process is illustrated from the initial referral and contact through termination, including observing and responding during sessions, facilitation and interpretation, therapeutic limit setting, and group play therapy strategies. Case studies, role play, video and script analysis are incorporated as is brief play therapy and applications with special populations. Efficacy, evaluation and future areas for professional development are reviewed. This course is designed as an introductory experience to prepare students for further supervised practica in play therapy.

CFSP 4340 Counseling Children and Adolescent (4 Credits)
This course provides students with counseling theory and practice strategies related to contemporary, empirically validated approaches to improve interpersonal, emotional and social functioning in young children to adolescents. Students review and develop skills necessary to conduct professional, developmentally informed and theoretically driven individual and group mental health intervention in school and community settings. Students participate in an initial supervised counseling experience with a child or adolescent as a prerequisite experience during their supervised advance practicum.

CFSP 4342 Crisis, Intervention and Prevention (3 Credits)
This course provides the knowledge and skills needed to respond effectively and to be a member of a school or community crisis team. Crisis theory, models, conceptualizations and current research are covered with a focus on the components of the crisis response and specific individual and group counseling skills needed to provide crisis intervention and postvention. Essential guidelines and components of a comprehensive community/school safety and crisis play, national and local policies and programs and effective prevention strategies are reviewed.

CFSP 4343 Group Counseling Children and Adolescents in School Settings (4 Credits)
This course is designed to give students an introduction to group theory, research, and practice. It focuses on group theory and research as is relevant to children and adolescents in school settings, but also provides instruction and experiences in a variety of group techniques. The course is designed for students in counseling psychology, school psychology, and other related fields who work with children and adolescents in a school group context. This course aims to define therapeutic groups broadly within a school setting. Prerequisites: admission in a school or clinical licensure program; CFSP 4340 or equivalent.

CFSP 4349 Practica I (1-4 Credits)
Taken during the first year of entry, the Practica is a supervised initial year field experience designed to expose students to a variety of home-, community- and school-based settings that serve families with children who have developmental and special needs, and in the CFSP Clinic. Each week for up to four hours, students are expected to attend, observe, and participate in a range of site-specific team meetings and services offered to families and children. For the MA in Educational Psychology degree, students, during the fall or winter quarter, identify, develop and initiate a research project with input from the faculty. The MA project culminates during the fourth quarter (summer) and serves as the final project in lieu of a comprehensive exam.

CFSP 4351 CFSP Clinic (2-3 Credits)
Supervised field experience in the CFSP Clinic working with preschool through high school-aged students and their families. Casework includes assessment, intervention, and consultation on a variety of psychoeducational problems of school-aged children and youth.

CFSP 4353 Practica II (1-6 Credits)
This is a 300-500 hour supervised field experience taken after the successful completion of core courses and Practica I experience. Practica is considered a critical professional transition year to help consolidate learning and professional competencies in preparation for a subsequent Internship. Students work throughout the year with Clinic Faculty and a licensed Field Supervisor within the University of Denver psycho-educational clinic and infant, preschool, elementary, middle or high school settings and also attend weekly Practicum seminars or individual supervision sessions with a University Faculty member. Supervision is designed to provide ongoing professional feedback, case analysis, peer consultation, continued professional development pertinent to the successful practice of School Psychology in urban and rural settings.
CFSP 4354 Child, Family and Community Internship (1-6 Credits)
Supervised advanced Child and Family field experience in a community medical, mental health, or educational agency setting.

CFSP 4355 School Psychology Internship (1-6 Credits)
Supervised advanced School Psychology field experience in a public or private school/community setting. Advanced standing in the program and 1200 clock hours of internship experience required.

CFSP 4356 School Psych Field Experience (4,8 Credits)
Part-time, 20-hour-per-week or full-time, 40-hour-per-week supervised advanced School Psychology field experience in a public or private school or community setting. Students register for 4 credit hours for half-time enrollment or for 8 credit hours for full-time enrollment. This course is not graded. Advanced standing in the program and 600 or 1200 hours of internship experience is required. Department approval is required for registration. Must be registered with CFSP 4355.

CFSP 4357 Early Childhood Practicum (1-4 Credits)
The practicum in Early Childhood Special Education is an individualized 300-600 hour supervised field experience taken after the successful completion of core courses. The field practicum is considered a critical professional transition year to help consolidate learning and professional competencies in preparation for employment. All students work with a licensed Field Supervisor. Students are placed in infant, preschool, elementary school settings. During practicum, students provide direct and indirect services that support children and/or families in a variety of settings. All students attend weekly practicum seminars facilitated by a University Supervisor. Supervision is designed to provide ongoing professional feedback, case analysis, peer consultation, and continued professional development and experiences pertinent to successful practice.

CFSP 4361 Seminar: CFSP Supervision (1-2 Credits)
This is an advanced seminar for Ph.D. students in Child, Family and School Psychology focusing on supervision of psychological and educational service provision in school, hospital, and community agency settings.

CFSP 4363 Child, Family, School Psychology Program Development and Evaluation (3 Credits)
This course focuses on theory and practice of program development and evaluation in school and community agency settings. Both qualitative and quantitative methods of program evaluation are discussed. Students have the opportunity to collaborate on a comprehensive evaluation of a specific educational, health, or mental health program.

CFSP 4991 MA Independent Study (1-10 Credits)
This course allows MA or EdS Child, Family, and School Psychology students to study a specific topic area in detail in conjunction with a cooperating faculty member.

CFSP 4992 Directed Study (1-10 Credits)

CFSP 4995 Research - M.A. Thesis (1-10 Credits)
This course is for students whose program requires completion of a masters level thesis.

CFSP 5991 PhD Independent Study (1-10 Credits)
This course allows PhD Child, Family, and School Psychology students to study a specific topic area in detail in conjunction with a cooperating faculty member.

CFSP 5992 Directed Study (1-10 Credits)

CFSP 5995 Dissertation Research (1-20 Credits)
This course is for PhD Child, Family, and School Psychology students engaged in completing their doctoral dissertation.

Counseling Psychology
Office: Katherine A. Ruffatto Hall, 2nd floor
Mail Code: 1999 E. Evans Avenue, Denver, CO 80208
Phone: 303.871.2473
Email: edinfo@du.edu
Web Site: http://morgridge.du.edu/programs/counseling-psychology/

Counseling Psychology
As a graduate student in the Counseling Psychology Program, you'll develop the skills necessary to become an effective practitioner, researcher and/or leader in your field. Our goal is to develop professionals who are insightful and self-reflective, who are innovative risk takers and superior critical thinkers. Our highly selective doctoral program is accredited by the American Psychological Association and is well known for providing access to high-quality national internships for our students. This scientist-practitioner program has a strong focus on both research and practice. Similarly, the master's program has excellent practicum and internship sites all over the Denver area. One of the strengths for our Counseling Psychology program for both master's and doctoral students is the opportunity to provide counseling in our in-house clinic.

We want our students not only to demonstrate accurate and current knowledge, but to have expertise related to the many issues that confront society, and to have the skills to create effective strategies and approaches to address these challenges.
Master of Arts in Counseling Psychology with a concentration in Clinical Mental Health Counseling

The Clinical Mental Health Counseling concentration has been designed to meet the requirements to become a Licensed Professional Counselor (LPC). Students who complete this program and two years of post-Master’s work in the field can apply to become a Licensed Professional Counselor in the State of Colorado. **Other states may have other requirements.** Students completing this concentration often work in agencies or in community settings all over the Denver area. This program requires two years and 90 quarter credits. It also includes a 200-hour practicum, a 600-hour internship, and two quarters of counseling in our in-house clinic. **Students are strongly recommended to meet with their advisors before submitting their course plans.**

Master of Arts in Counseling Psychology with a concentration in General Counseling

This concentration leads to a general Master’s degree in Counseling. Students who complete this program may work in agencies or apply for further doctoral work. This concentration requires a minimum of 55 quarter hour credits, including a 400-hour practicum, although it does not lead to licensure as a professional counselor.

Master of Arts in Counseling Psychology with a concentration in Research Counseling

Some students wish to develop more advanced research skills as well as counseling skills. This concentration requires two years and 72 credit hours to complete. Students wishing to complete a master’s thesis are strongly encouraged to apply to participate in this concentration during the winter quarter of the first year of the program. If the student chooses to apply for the Research concentration later, it will take longer to complete the degree. It is recommended they begin discussing this option with their advisor during their first quarter of graduate work. Students who complete a thesis are not required to take the comprehensive examination. This is the only concentration students may pursue if they are interested in writing a thesis. The Research concentration does not meet requirements to achieve licensure. Students completing the Research concentration who would also like to achieve licensure eligibility may combine the clinical mental health counseling (90 credits). **Students are strongly recommended to meet with their advisors before submitting their course plans.**

Master of Arts in Counseling Psychology with a concentration in School Counseling

This concentration allows students to work as counselors in the public schools. It requires a minimum of 72 quarter hour credits including a 200-hour practicum, and a 600-hour internship in a school setting with multiple grade levels of students. This concentration also requires two quarters of counseling in our in-house clinic. The internship will provide opportunities to participate in a wide variety of activities, including individual and group counseling, classroom guidance, career and educational planning, assessment or professional development. Successful completion of all requirements of this program ensures that all state performance competencies for the Colorado Department of Education (CDE) have been met. Our program is accredited by CDE, which allows students to serve populations ranging in age from birth to 21.

In order to be certified in School Counseling, you must take the state PLACE exam (Program for Licensing Assessments for Colorado Educators), which is offered four times a year. You may call the Educator Licensing Department of the Colorado Department of Education at 303-866-6628 for more information about the exam, or visit the CDE website at www.cde.state.co.us (http://www.cde.state.co.us). Students typically take the exam near the end of the program or shortly after graduation. You must also take several courses specifically related to schools that are offered through the Child, Family, and School Psychology program, also part of the MCE.

Doctor of Philosophy in Counseling Psychology

The goal of the PhD in Counseling Psychology program is to educate counseling psychologists who have a solid foundation in both science and practice. The scientist portion of the scientist-practitioner model is reflected in applied research on topics that relate to the practice of counseling psychology and other research that addresses the public good more broadly. Another goal is to train our students to think critically and to be appropriately skeptical about theories, research findings, and clinical practices. The practitioner portion of the model is reflected in the many opportunities for our students to develop skills as practitioners with a wide range of clients and in a variety of settings. Providing students with a solid foundation in both science and practice provides students with the skills to work in a marketplace that continues to evolve and change.

In addition, students develop skills in intellectual, vocational, and personality assessment, and acquaint themselves with the needs and issues of specific groups, including but not limited to issues of gender, race, ethnicity, age, sexual orientation, and disabilities. Areas of specialization which have a particularly strong emphasis in the Counseling Psychology program are multicultural counseling, ethics, health psychology, group dynamics, and addictions. Seminars are offered in all of these areas.

The faculty encourages students to develop individualized programs of study commensurate with their career goals. Practicum settings and internships may be arranged to further intensify training in particular areas. Students whose goals include college teaching are encouraged to be teaching assistants with faculty members, teach one of two undergraduate classes that are in the counseling psychology curriculum, or pursue teaching experience available at several area colleges. Students are also required to complete a research project prior to their dissertation. In addition to the traditional counseling venues for employment, many of our graduates work in a variety of settings after graduation, including integrative care, Veterans Administration hospitals, mental health centers, and settings that conduct program evaluations, research, and provide supervision, among others.
Successful completion of the PhD program in Counseling Psychology will allow you to apply for licensure as a psychologist in Colorado and other states, assuming post-doctoral requirements are met. The Ph.D. degree is accredited by the American Psychological Association (APA).

**Master of Arts in Counseling Psychology with a concentration in Clinical Mental Health Counseling**
- Online Application for Graduate Admission
- One (1) official transcript from each college/university where at least 1 credit has been earned, mailed directly to DU
- Graduate Record Exam (GRE) official score report (taken within the last five years)
- 2 Letters of Recommendation (uploaded online by recommender)
- Statement of Professional Goals
- Current Vita/Resume
- $65 Application Fee: The application fee may be paid with a credit card only at the time of submission. You cannot pay the fee online once you have submitted your application. The application fee may also be paid on a bank draft or personal check drawn from a U.S. bank.

**Master of Arts in Counseling Psychology with a concentration in General Counseling**
- Online Application for Graduate Admission
- One (1) official transcript from each college/university where at least 1 credit has been earned, mailed directly to DU
- Graduate Record Exam (GRE) official score report (taken within the last five years)
- 2 Letters of Recommendation (uploaded online by recommender)
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**Master of Arts in Counseling Psychology with a concentration in Research Counseling**
- Online Application for Graduate Admission
- One (1) official transcript from each college/university where at least 1 credit has been earned, mailed directly to DU
- Graduate Record Exam (GRE) official score report (taken within the last five years)
- 2 Letters of Recommendation (uploaded online by recommender)
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**Master of Arts in Counseling Psychology with a concentration in School Counseling**
- Online Application for Graduate Admission
- One (1) official transcript from each college/university where at least 1 credit has been earned, mailed directly to DU
- Graduate Record Exam (GRE) official score report (taken within the last five years)
- 2 Letters of Recommendation (uploaded online by recommender)
- Statement of Professional Goals
- Current Vita/Resume
- $65 Application Fee: The application fee may be paid with a credit card only at the time of submission. You cannot pay the fee online once you have submitted your application. The application fee may also be paid on a bank draft or personal check drawn from a U.S. bank.

**Doctor of Philosophy in Counseling Psychology**
- Online Application for Graduate Admission
- One (1) official transcript from each college/university where at least 1 credit has been earned, mailed directly to DU
- Graduate Record Exam (GRE) official score report (taken within the last five years)
- 3 Letters of Recommendation (uploaded online by recommender)
- Statement of Professional Goals
- Current Vita/Resume
• $65 Application Fee: The application fee may be paid with a credit card only at the time of submission. You cannot pay the fee online once you have submitted your application. The application fee may also be paid on a bank draft or personal check drawn from a U.S. bank.

Master of Arts in Counseling Psychology with a Concentration in Clinical Mental Health Counseling

Degree Requirements

Coursework Requirements

Morgridge College of Education Requirements (6 hrs. min.)

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<th>Foundations</th>
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<td>CFSP 4312</td>
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<td>Select one of the following:</td>
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<tr>
<td>RMS 4930</td>
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<td>RMS 4910</td>
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<td>RMS 4900</td>
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Program Requirements (54 hrs. min.)

| CNP 4702 | Introduction to Assessment | 3 |
| CNP 4700 | Counseling Theory | 3 |
| CNP 4710 | Career Counseling | 3 |
| CNP 4720 | Group Counseling Theory | 3 |
| CNP 4730 | Counseling Psychology Program Development and Evaluation | 3 |
| CNP 4740 | Basic Counseling Techniques | 4 |
| CNP 4741 | Int Counseling Techniques | 4 |
| CNP 4743 | Fieldwork in Counseling | 1 |
| CNP 4750 | Counseling Psychology Beginning Practicum (2 qtrs., 4 credits each) | 4 |
| CNP 4750 | Counseling Psychology Beginning Practicum | 4 |
| CNP 4751 | M.A. Internship (3 qtrs/4 credits each) | 4 |
| CNP 4751 | M.A. Internship | 4 |
| CNP 4751 | M.A. Internship | 4 |
| CNP 4755 | MA Counseling Clinic (2 qtrs/2 credits each) | 2 |
| CNP 4755 | MA Counseling Clinic | 2 |
| CNP 4773 | Diversity: Multicultural Counseling Psychosocial Issues | 3 |
| CNP 4784 | Psychopathology | 3 |
| CNP 4795 | Master of Arts Counseling: Legal and Ethical Issues | 3 |

Select two of the following:

| CFSP 4311 | Child Development |
| CNP 4641 | Adolescent Development |
| CNP 4642 | Adult Development |

Electives | 20 |

Total Credits | 90 |

Minimum number of credits required for degree: 90

Non-coursework Requirements

• Comprehensive Exam

Master of Arts in Counseling Psychology with a Concentration in General Counseling

Degree Requirements

Coursework Requirements

Morgridge College of Education Requirements (6 hrs. min.)

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## Counseling Psychology Research

Select one of the following:

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<tbody>
<tr>
<td>RMS 4930</td>
<td>Empirical Research Methods</td>
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<td>RMS 4900</td>
<td>Education Research and Measurement</td>
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<td>RMS 4910</td>
<td>Introductory Statistics</td>
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### Program Requirements (47 hrs. min.)

Select one of the following:

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<td>Adult Development</td>
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<td>CNP 4702</td>
<td>Introduction to Assessment</td>
</tr>
<tr>
<td>CNP 4710</td>
<td>Career Counseling</td>
</tr>
<tr>
<td>CNP 4720</td>
<td>Group Counseling Theory</td>
</tr>
<tr>
<td>CNP 4730</td>
<td>Counseling Psychology Program Development and Evaluation</td>
</tr>
<tr>
<td>CNP 4740</td>
<td>Basic Counseling Techniques</td>
</tr>
<tr>
<td>CNP 4741</td>
<td>Int Counseling Techniques</td>
</tr>
<tr>
<td>CNP 4743</td>
<td>Fieldwork in Counseling</td>
</tr>
<tr>
<td>CNP 4750</td>
<td>Counseling Psychology Beginning Practicum</td>
</tr>
<tr>
<td>CNP 4750</td>
<td>Counseling Psychology Beginning Practicum</td>
</tr>
<tr>
<td>CNP 4750</td>
<td>Counseling Psychology Beginning Practicum</td>
</tr>
<tr>
<td>CNP 4755</td>
<td>MA Counseling Clinic (2 qtrs each 2 credits)</td>
</tr>
<tr>
<td>CNP 4755</td>
<td>MA Counseling Clinic</td>
</tr>
<tr>
<td>CNP 4773</td>
<td>Diversity: Multicultural Counseling Psychosocial Issues</td>
</tr>
<tr>
<td>CNP 4795</td>
<td>Master of Arts Counseling: Legal and Ethical Issues</td>
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</table>

### Electives: (2 hrs. min.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>Electives</td>
<td>Discuss electives with your advisor</td>
</tr>
</tbody>
</table>

**Total Credits**

55

1. This course is helpful for students intending to apply to doctoral programs.

## Minimum number of credits required for degree: 55

### Non-coursework Requirements

- Comprehensive Exam

## Master of Arts in Counseling Psychology with a Concentration in Research Counseling

### Degree Requirements

#### Coursework requirements

<table>
<thead>
<tr>
<th>Morgridge College of Education Requirements (16 hrs. min.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
</tr>
<tr>
<td>CFSP 4312</td>
</tr>
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</table>

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
</tr>
<tr>
<td>3-4</td>
</tr>
<tr>
<td>RMS 4930</td>
</tr>
<tr>
<td>RMS 4900</td>
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Plus:

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<th>Course Title</th>
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<tbody>
<tr>
<td>RMS 4910</td>
<td>Introductory Statistics</td>
</tr>
<tr>
<td>CNP 4995</td>
<td>Research - M.A. Thesis</td>
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### Program Requirements (48 hrs. min.)

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<td>Introduction to Assessment</td>
</tr>
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</table>
Select one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CFSP 4311</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>CNP 4641</td>
<td>Adolescent Development</td>
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<td>CNP 4642</td>
<td>Adult Development</td>
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Plus:

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<th>Title</th>
<th>Credits</th>
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<td>Counseling Theory</td>
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<td>CNP 4710</td>
<td>Career Counseling</td>
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</tr>
<tr>
<td>CNP 4720</td>
<td>Group Counseling Theory</td>
<td>3</td>
</tr>
<tr>
<td>CNP 4730</td>
<td>Counseling Psychology Program Development and Evaluation</td>
<td>3</td>
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<tr>
<td>CNP 4740</td>
<td>Basic Counseling Techniques</td>
<td>4</td>
</tr>
<tr>
<td>CNP 4741</td>
<td>Int Counseling Techniques</td>
<td>4</td>
</tr>
<tr>
<td>CNP 4743</td>
<td>Fieldwork in Counseling</td>
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<tr>
<td>CNP 4750</td>
<td>Counseling Psychology Beginning Practicum</td>
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<td>CNP 4751</td>
<td>M.A. Internship</td>
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<tr>
<td>CNP 4755</td>
<td>MA Counseling Clinic (2 qtrs/2 credits each)</td>
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<td>CNP 4773</td>
<td>Diversity: Multicultural Counseling Psychosocial Issues</td>
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Electives (8 hrs. min.)

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<td>Electives</td>
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Total Credits 72

Minimum number of credits required for degree: 72

Non-coursework Requirements

- Comprehensive examination

Master of Arts in Counseling Psychology with a Concentration in School Counseling

Degree Requirements

Coursework Requirements

Morgridge College of Education Requirements (7 hrs.)

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<td>Learning Application and Analysis</td>
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<tr>
<td>RMS 4900</td>
<td>Education Research and Measurement</td>
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Program Requirements (54 hrs.)

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<td>Introduction to Assessment</td>
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</tr>
<tr>
<td>CFSP 4311</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>CNP 4641</td>
<td>Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>CNP 4740</td>
<td>Basic Counseling Techniques</td>
<td>4</td>
</tr>
<tr>
<td>CNP 4700</td>
<td>Counseling Theory</td>
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<tr>
<td>CNP 4710</td>
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<tr>
<td>CNP 4720</td>
<td>Group Counseling Theory</td>
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</tr>
<tr>
<td>CNP 4730</td>
<td>Counseling Psychology Program Development and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>CNP 4741</td>
<td>Int Counseling Techniques</td>
<td>4</td>
</tr>
</tbody>
</table>

1 If a student does not want to take Internship, 10 qtr. hrs. of Practicum must be taken. If the student takes Internship the second year, only 8 hrs. of Practicum will be taken in the first year (4 in Winter, 4 in Spring).
### Counseling Psychology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CNP 4743</td>
<td>Fieldwork in Counseling</td>
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<tr>
<td>CNP 4760</td>
<td>School Counseling Practicum</td>
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<tr>
<td>CNP 4755</td>
<td>MA Counseling Clinic (2 credits each/2 qtrs)</td>
<td>2</td>
</tr>
<tr>
<td>CNP 4755</td>
<td>MA Counseling Clinic</td>
<td>2</td>
</tr>
<tr>
<td>CNP 4773</td>
<td>Diversity: Multicultural Counseling Psychosocial Issues</td>
<td>3</td>
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<tr>
<td>CNP 4795</td>
<td>Master of Arts Counseling: Legal and Ethical Issues</td>
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<tr>
<td>CNP 4761</td>
<td>School Counseling Internship I (spring semester)</td>
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<tr>
<td>CNP 4762</td>
<td>School Counseling Internship II (1 credit each/3 qtrs)</td>
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<tr>
<td>CNP 4762</td>
<td>School Counseling Internship II</td>
<td>1</td>
</tr>
<tr>
<td>CNP 4762</td>
<td>School Counseling Internship II</td>
<td>1</td>
</tr>
<tr>
<td>CNP 4776</td>
<td>Family Counseling</td>
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<td>Other Requirements (9 hrs)</td>
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<tr>
<td>CFSP 4303</td>
<td>Risk, Resiliency &amp; Prevention</td>
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<td>CFSP 4342</td>
<td>Crisis, Intervention and Prevention</td>
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<td>CFSP 4305</td>
<td>Exceptional Child: Biomedical &amp; Psycho-Social Aspects</td>
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<td>Possible Electives (2 hrs. min.)</td>
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<td></td>
<td>Select at least one elective including:</td>
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<tr>
<td>CNP 4784</td>
<td>Psychopathology</td>
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<tr>
<td>CNP 4797</td>
<td>Counseling Addictive Behavior</td>
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<tr>
<td>CNP 4772</td>
<td>Diversity Seminar: Psycho-Social Issues</td>
<td></td>
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</table>

The program may offer other electives during your tenure.

Total Credits 72

**Minimum number of credits required for degree: 72**

**Non-coursework Requirements**

- Comprehensive Exam

**Doctor of Philosophy in Counseling Psychology**

**Degree Requirements**

**Coursework Requirements for Students Entering with a Master’s Degree**

**Morgridge College of Education Requirements: Research**

<table>
<thead>
<tr>
<th>Introductory Level</th>
<th>14</th>
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<tbody>
<tr>
<td>RMS 4910</td>
<td>Introductory Statistics</td>
</tr>
<tr>
<td>RMS 4920</td>
<td>Educational Measurement</td>
</tr>
<tr>
<td>RMS 4930</td>
<td>Empirical Research Methods</td>
</tr>
<tr>
<td>RMS 4940</td>
<td>Structural Foundations of Research in Social Sciences (only required for students entering with a master's degree without clinical training that did not include a practicum/clinical requirement)</td>
</tr>
<tr>
<td>RMS 4941</td>
<td>Introduction to Qualitative Research</td>
</tr>
</tbody>
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May test out of the Introductory Level courses

<table>
<thead>
<tr>
<th>Intermediate Level</th>
<th>7-9</th>
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<tbody>
<tr>
<td>RMS 4945</td>
<td>Community-Based Research</td>
</tr>
<tr>
<td>RMS 4947</td>
<td>Arts-Based Research</td>
</tr>
<tr>
<td>RMS 4946</td>
<td>Advanced Qualitative Research</td>
</tr>
<tr>
<td>RMS 4921</td>
<td>Psychometric Theory</td>
</tr>
<tr>
<td>RMS 4932</td>
<td>Meta-Analysis Social Science Research</td>
</tr>
<tr>
<td>RMS 4931</td>
<td>Survey and Design Analysis</td>
</tr>
<tr>
<td>RMS 4911</td>
<td>Correlation and Regression</td>
</tr>
<tr>
<td>or PSYC 4300</td>
<td>Correlation and Regression</td>
</tr>
<tr>
<td>RMS 4912</td>
<td>Analysis of Variance</td>
</tr>
<tr>
<td>or PSYC 4330</td>
<td>Analysis of Variance</td>
</tr>
<tr>
<td>RMS 4959</td>
<td>Topics in Research Design</td>
</tr>
<tr>
<td>SOWK 5405</td>
<td>Qualitative Data Analysis</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
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<tr>
<td>STAT 4680</td>
<td>Sampling Theory &amp; Application</td>
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<td>STAT 4810</td>
<td>Nonparametric Statistics</td>
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<tr>
<td>RMS 4911</td>
<td>Correlation and Regression</td>
</tr>
<tr>
<td>RMS 4929</td>
<td>Topics in Psychometrics</td>
</tr>
<tr>
<td>RMS 4922</td>
<td>Item Response Theory</td>
</tr>
<tr>
<td>RMS 4914</td>
<td>Structural Equation Modeling</td>
</tr>
<tr>
<td>RMS 4913</td>
<td>Multivariate Analysis</td>
</tr>
<tr>
<td>RMS 4919</td>
<td>Topics in Statistics</td>
</tr>
<tr>
<td>RMS 4915</td>
<td>Hierarchical Linear Modeling</td>
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<tr>
<td>RMS 4916</td>
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### Advanced Level

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<th>Course Title</th>
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<tbody>
<tr>
<td>CNP 4704</td>
<td>Psychological Assessment</td>
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<tr>
<td>CNP 4706</td>
<td>Cognitive Assessment</td>
<td>5</td>
</tr>
<tr>
<td>CFSP 4312</td>
<td>Learning Application and Analysis (This is not taught within the Counseling Psychology Program)</td>
<td>3</td>
</tr>
<tr>
<td>CNP 4705</td>
<td>History and Systems of Psychology (Can be taken as cognate or waived with a similar graduate course)</td>
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Select one of the following (two if no development course completed in MA/MS):

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CFSP 4311</td>
<td>Child Development</td>
<td>3</td>
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<td>CNP 4641</td>
<td>Adolescent Development</td>
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### General Division Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNP 4700</td>
<td>Counseling Theory (can be waived)</td>
<td>3</td>
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<tr>
<td>CNP 4701</td>
<td>Advanced Seminar: Counseling Theory</td>
<td>3</td>
</tr>
<tr>
<td>CNP 4710</td>
<td>Career Counseling (can be waived)</td>
<td>3</td>
</tr>
<tr>
<td>CNP 4720</td>
<td>Group Counseling Theory (can be waived)</td>
<td>3</td>
</tr>
<tr>
<td>CNP 4752</td>
<td>Counseling Psychology Advanced Practicum I (3 credits each of 3 quarters)</td>
<td>3</td>
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<tr>
<td>CNP 4752</td>
<td>Counseling Psychology Advanced Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>CNP 4752</td>
<td>Counseling Psychology Advanced Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>CNP 4753</td>
<td>Counseling Psychology Advanced Practicum II (1 credit each of 3 quarters)</td>
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<td>CNP 4753</td>
<td>Counseling Psychology Advanced Practicum II</td>
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<tr>
<td>CNP 4754</td>
<td>Couns Psych: PhD Internship</td>
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<tr>
<td>CNP 4755</td>
<td>MA Counseling Clinic (Students who enter without practicum experience in their MA/MS program are required to complete both MA Clinic and PhD Clinic, for a total of four quarters of clinic.)</td>
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</tr>
<tr>
<td>CNP 4758</td>
<td>PhD Field Experience (Register for this Fall, Winter and Spring terms during internship year)</td>
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<tr>
<td>CNP 4756</td>
<td>PhD Counseling Clinic</td>
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<tr>
<td>CNP 4770</td>
<td>Counseling Psychology Seminar: Research</td>
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<tr>
<td>CNP 4772</td>
<td>Diversity Seminar: Psycho-Social Issues (1 credit + 1 credit)</td>
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<tr>
<td>CNP 4772</td>
<td>Diversity Seminar: Psycho-Social Issues</td>
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<tr>
<td>CNP 4773</td>
<td>Diversity: Multicultural Counseling Psychosocial Issues (can be waived)</td>
<td>3</td>
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<td>CNP 4780</td>
<td>Counseling Psychology Seminar: Supervision</td>
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<td>CNP 4790</td>
<td>Counseling Psychology Seminar: Ethics</td>
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<td>CNP 4792</td>
<td>Pro-Seminar in Counseling Psychology</td>
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<td>CNP 4784</td>
<td>Psychopathology (can be waived)</td>
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<tr>
<td>CNP 4794</td>
<td>Counseling Psychology Seminar: Special Topics (e.g. Cognitive-Behavioral Strategies, Addictive Behaviors, Family Counseling, Couples Counseling, Advanced Group, Health Psychology, Spirituality in Psychology and Education)</td>
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<tr>
<td>CNP 4800</td>
<td>Consultation</td>
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### Basic Psychology Requirements

Students must complete one graduate course of at least 3 credits in each of the following areas:

- Biological bases of behavior
- Learning and cognition
A minimum of 90 credit hours is required beyond the earned master's degree. No credit hours from the earned master’s degree can be transferred into the PhD.

Coursework Requirements for Students Entering with a Bachelor's Degree

Morgridge College of Education Requirements: Research

Introductory Level

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>RMS 4910</td>
<td>Introductory Statistics</td>
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<tr>
<td>RMS 4920</td>
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<td>Empirical Research Methods</td>
</tr>
<tr>
<td>RMS 4940</td>
<td>Structural Foundations of Research in Social Sciences (only required for students entering with a master's degree without clinical training that did not include a practicum/clinical requirement)</td>
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<tr>
<td>RMS 4941</td>
<td>Introduction to Qualitative Research</td>
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May test out of the Introductory Level courses

Intermediate Level

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<th>Course Title</th>
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<td>Community-Based Research</td>
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<td>RMS 4947</td>
<td>Arts-Based Research</td>
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<td>RMS 4946</td>
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<td>Psychometric Theory</td>
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</tr>
<tr>
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<tr>
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<td>Topics in Research Design</td>
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<td>SOWK 5405</td>
<td>Qualitative Data Analysis</td>
</tr>
<tr>
<td>STAT 4680</td>
<td>Sampling Theory &amp; Application</td>
</tr>
<tr>
<td>STAT 4810</td>
<td>Nonparametric Statistics</td>
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Advanced Level

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<th>Course Title</th>
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<tbody>
<tr>
<td>RMS 4911</td>
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<td>Topics in Psychometrics</td>
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<td>RMS 4914</td>
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<td>Topics in Statistics</td>
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<td>RMS 4915</td>
<td>Hierarchical Linear Modeling</td>
</tr>
<tr>
<td>RMS 4916</td>
<td>Latent Growth Curve Modeling</td>
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General Division Requirements

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<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNP 4702</td>
<td>Introduction to Assessment</td>
</tr>
<tr>
<td>CNP 4704</td>
<td>Psychological Assessment</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>-------------</td>
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</tr>
<tr>
<td>CNP 4706</td>
<td>Cognitive Assessment</td>
</tr>
<tr>
<td>CFSP 4312</td>
<td>Learning Application and Analysis (This is not taught within the Counseling Psychology Program)</td>
</tr>
<tr>
<td>CNP 4705</td>
<td>History and Systems of Psychology (Can be taken as cognate or waived with a similar graduate course)</td>
</tr>
<tr>
<td>Select two of the following:</td>
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<tr>
<td>CFSP 4311</td>
<td>Child Development</td>
</tr>
<tr>
<td>CNP 4641</td>
<td>Adolescent Development</td>
</tr>
<tr>
<td>CNP 4642</td>
<td>Adult Development</td>
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**Basic Counseling Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CNP 4700</td>
<td>Counseling Theory</td>
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<tr>
<td>CNP 4701</td>
<td>Advanced Seminar: Counseling Theory</td>
<td>3</td>
</tr>
<tr>
<td>CNP 4710</td>
<td>Career Counseling</td>
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</tr>
<tr>
<td>CNP 4720</td>
<td>Group Counseling Theory</td>
<td>3</td>
</tr>
<tr>
<td>CNP 4740</td>
<td>Basic Counseling Techniques (4 credits each of 2 quarters)</td>
<td>4</td>
</tr>
<tr>
<td>CNP 4741</td>
<td>Int Counseling Techniques</td>
<td>4</td>
</tr>
<tr>
<td>CNP 4743</td>
<td>Fieldwork in Counseling</td>
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</tr>
<tr>
<td>CNP 4750</td>
<td>Counseling Psychology Beginning Practicum</td>
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<td>Counseling Psychology Beginning Practicum</td>
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<tr>
<td>CNP 4752</td>
<td>Counseling Psychology Advanced Practicum I</td>
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<tr>
<td>CNP 4752</td>
<td>Counseling Psychology Advanced Practicum I</td>
<td>3</td>
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<tr>
<td>CNP 4753</td>
<td>Counseling Psychology Advanced Practicum II (1 credit each of 3 quarters)</td>
<td>1</td>
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<td>Counseling Psychology Advanced Practicum II</td>
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<tr>
<td>CNP 4754</td>
<td>Couns Psych: PhD Internship</td>
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<tr>
<td>CNP 4758</td>
<td>PhD Field Experience (Register for this Fall, Winter and Spring terms during internship year)</td>
<td>8</td>
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<tr>
<td>CNP 4755</td>
<td>MA Counseling Clinic (2 credits each of 2 quarters)</td>
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<tr>
<td>CNP 4755</td>
<td>MA Counseling Clinic</td>
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<tr>
<td>CNP 4756</td>
<td>PhD Counseling Clinic (1 credit each of 2 quarters)</td>
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<tr>
<td>CNP 4756</td>
<td>PhD Counseling Clinic</td>
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<tr>
<td>CNP 4770</td>
<td>Counseling Psychology Seminar: Research</td>
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<tr>
<td>CNP 4772</td>
<td>Diversity Seminar: Psycho-Social Issues (1 credit + 1 credit)</td>
<td>1</td>
</tr>
<tr>
<td>CNP 4773</td>
<td>Diversity: Multicultural Counseling Psychosocial Issues (can be waived)</td>
<td>3</td>
</tr>
<tr>
<td>CNP 4780</td>
<td>Counseling Psychology Seminar: Supervision</td>
<td>3</td>
</tr>
<tr>
<td>CNP 4790</td>
<td>Counseling Psychology Seminar: Ethics</td>
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<tr>
<td>CNP 4792</td>
<td>Pro-Seminar in Counseling Psychology</td>
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<tr>
<td>CNP 4784</td>
<td>Psychopathology (can be waived)</td>
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<tr>
<td>CNP 4794</td>
<td>Counseling Psychology Seminar: Special Topics (e.g. Social Psychology, Advanced Group, Grief and Loss)</td>
<td>3</td>
</tr>
<tr>
<td>CNP 4800</td>
<td>Consultation</td>
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</table>

**Basic Psychology Requirements**

Students must complete one graduate course of at least 3 credits in each of the following areas:

- Biological bases of behavior
- Learning and cognition
- Social psychology / Social bases of behavior in psychology
- Human development

**Cognate**

A total of 15 quarter hours must be taken in a related field outside the Morgridge College of Education. It is strongly recommended that these hours be completed in the Psychology Department or the Graduate School of Professional Psychology, although it may be possible to complete a cognate in a program different from psychology (e.g., biology, social work). It is required that students take a course in social psychology in their cognate as well as a course that fulfills the Biological Bases of Behavior. Check with your advisor before signing up for a cognate.

**Total Credits**

135
Assumes completion of a supervised field experience of 400 hours in the MA/MS program (if not, see section on coursework required for those who did not complete a practicum as part of their MA/MS program)

Advanced Practicum I and Advanced Practicum II students are required to spend 15 to 20 hours per week in practicum placement for three consecutive quarters for a total of 450-600 hours on site for each practicum. All quarters must be at the same site and must be consecutive. Some students take additional practicum hours to be more competitive for internship. For more information on practicum requirements, please see the separate practicum handbook.

PhD Clinic is generally taken for two consecutive quarters: either winter-spring, spring-summer, summer-fall, or fall-winter. Students are surveyed about their preferences and these are accommodated if possible.

Students must have successfully completed Advanced Practicum I

Cognate requirements
A total of 15 quarter hours must be taken in a related field outside the Morgridge College of Education. It is strongly recommended that these hours be completed in the Psychology Department or the Graduate School of Professional Psychology, although it may be possible to complete a cognate in a program different from psychology (e.g., biology, social work). It is required that students take a course in social psychology in their cognate as well as a course that fulfills the Biological Bases of Behavior. Check with your advisor before signing up for a cognate. Because of enrollment limitations in Psychology and Professional Psychology you (or your advisor) will probably need to contact the professor of the course you’re interested in directly to see whether you will be permitted to enroll. Please note that you may be permitted to take classes at institutions other than DU to fulfill your cognate requirement, provided they are psychology classes and you obtain pre-approval from your advisor and, on occasion, from Graduate Studies.

A minimum of 135 credit hours is required beyond the earned bachelor’s degree.

Non-coursework Requirements
- Qualifying Examination
- Comprehensive Examination
- 12-month full time internship
- Dissertation
- Oral Defense

Courses

CNP 3802 Peer Counseling (3 Credits)
Are you interested in learning about how to help others? Interested in being a counselor? This course will provide an introduction to the profession of counseling. Learn more about the variety of roles and responsibilities of mental health professionals and how you can learn how to help others.

CNP 4641 Adolescent Development (3 Credits)
Physical, cognitive, emotional, social, and moral development in adolescents with emphasis on interaction of various aspects of development within an environmental context; focus on normal development with exploration of special problems of adolescents, e.g., substance abuse, teen-age pregnancy, eating disorders and delinquency; critical study, and discussion of literature on adolescence and interviews with adolescents.

CNP 4642 Adult Development (3 Credits)
Literature on normal development of adult thinking and problem-solving processes and the self-esteem. Physiological changes and relationship between cognitive development and developmental tasks of adults included.

CNP 4700 Counseling Theory (3 Credits)
Basic counseling theories and philosophical principles as a foundation for professional training including history, concepts, techniques and trends.

CNP 4701 Advanced Seminar: Counseling Theory (3 Credits)
Focus on advanced practice issues and (doctoral students only) integration of theory and practice.

CNP 4702 Introduction to Assessment (3 Credits)
Psychological instruments used to assess social, educational, emotional, personality, language, intellectual, behavioral, and perceptual development of adolescents; required practice in administering instruments.

CNP 4704 Psychological Assessment (5 Credits)
Administration, scoring and interpretation of objective and projective personality-assessment techniques, the DSM IV, diagnostic categories, report-writing skills, ethical standards for testing. Lab fee required. Prerequisite: counseling or school of psychology Ph.D. student or instructor approval.

CNP 4705 History and Systems of Psychology (3 Credits)
Historical and philosophical basis of modern psychological theories; basic issues as related to major school of psychology.
CNP 4706 Cognitive Assessment (5 Credits)
This course provides students in Counseling Psychology with experience in individual intelligence, learning and memory, and neurocognitive screening test administration, scoring, interpretation, and report writing. Each student has an opportunity to administer various cognitive measures, with particular emphasis on the Wechsler Scales. Contemporary issues pertinent to the assessment of intelligence are covered. Emphasis is placed on synthesizing and integrating information from cognitive assessment with other sources to produce effective intervention and therapeutic recommendations. Issues regarding the use of such tests are discussed, as well as appropriate use in agencies and clinical practice. Lab fee required.

CNP 4710 Career Counseling (3 Credits)
Career development theories; career counseling and assessment techniques; applications of career counseling to special populations. Lab fee required.

CNP 4720 Group Counseling Theory (3 Credits)
Theory and research on dynamics of group process, group treatment and leadership strategies; implications for group counseling and psychotherapy. Prerequisite: master's or doctoral student in counseling or related field.

CNP 4730 Counseling Psychology Program Development and Evaluation (3 Credits)
Development, evaluation strategies and techniques for human service agencies and schools; application of research and evaluation skills in applied settings.

CNP 4740 Basic Counseling Techniques (4 Credits)
Basic counseling and interviewing skills; emphasis on building counseling relationships and facilitating client's self-exploration; skills of empathy, advanced empathy, self-disclosure, confrontation and immediacy.

CNP 4741 Int Counseling Techniques (4 Credits)
Sample of counseling techniques and effectiveness with different types of clients. Prerequisite: CNP 4740.

CNP 4743 Fieldwork in Counseling (1 Credit)
Introduction to the field of counseling with special emphasis on practicum placement. Prerequisite: admission to the MA program in counseling psychology.

CNP 4750 Counseling Psychology Beginning Practicum (1-4 Credits)
Supervised practice in counseling for master's students. Prerequisite: CNP 4740, and be a counseling psychology student.

CNP 4751 M.A. Internship (1-4 Credits)
Yearlong, 600-hour supervised field practice for second-year master's students with weekly seminar. Prerequisites: CNP 4750 and be a counseling psychology master's students.

CNP 4752 Counseling Psychology Advanced Practicum I (3 Credits)
Supervised practice in counseling for doctoral students. Prerequisites: CNP 4750 or prior practicum, and be a counseling psychology student.

CNP 4753 Counseling Psychology Advanced Practicum II (1 Credit)
Group supervised practice in counseling for second-year doctoral students with emphasis on process and countertransference issues. Prerequisite: CNP 4752.

CNP 4754 Couns Psych: PhD Internship (1 Credit)
Meets 12-month internship requirement in counseling psychology. Prerequisites: completion of comprehensive examination and dissertation proposal.

CNP 4755 MA Counseling Clinic (1-2 Credits)
On-campus, experience counseling of clients from the community with close supervision and observation. Prerequisite: MA student in counseling psychology.

CNP 4756 PhD Counseling Clinic (1 Credit)
On-campus, advanced-experience counseling of clients from the community with close supervision and observation. Prerequisite: Doctoral student in counseling psychology.

CNP 4758 PhD Field Experience (8 Credits)
Required 12-month, 40-hour-per-week internship for doctoral students in Counseling Psychology. Registration for this course indicates full-time enrollment. This course is not graded. Prerequisites: completion of comprehensive examination and dissertation proposal. Department approval is required for registration. Fall quarter enrollment must be done in conjunction with CNP 4754.

CNP 4760 School Counseling Practicum (2-4 Credits)
A minimum of 100 hours supervised practice in School Counseling for Master's students in the School Counseling Concentration. Students must be supervised by a licensed school counselor.

CNP 4761 School Counseling Internship I (2-4 Credits)
100-hour supervised field practice in a school setting for Master's students in the School Counseling Concentration, with weekly seminar. Students must be supervised by a licensed school counselor.

CNP 4762 School Counseling Internship II (1 Credit)
A minimum of 600-hour supervised field practice in a school setting for master's students in the School Counseling Concentration, with weekly seminar. Students must be supervised by a licensed school counselor.
CNP 4769 Cognitive Behavioral Strategies (3 Credits)
Historical perspective on cognitive and behavioral theories in psychology, assessment, treatment and evaluation from a cognitive-behavioral approach. Prerequisite: advanced master’s or doctoral student.

CNP 4770 Counseling Psychology Seminar: Research (3 Credits)
Review of current process and outcome research in counseling and psychotherapy; substantive issues, including client and therapist variables as well as methodological issues and experimental designs. Prerequisite: doctoral student.

CNP 4772 Diversity Seminar: Psycho-Social Issues (1 Credit)
Series of courses to analyze social and psychological impacts of oppression related to minority status, socioeconomic status, gender and family configurations; taught using an awareness and knowledge approach; implications for counseling; series includes general seminar and series of 1 credit follow-up seminars on particular topics, e.g., American Indian mental health, African- American mental health and women’s mental health. Prerequisites: CNP 4773 and students must take the 3-credit general seminar prior to the individual seminars.

CNP 4773 Diversity: Multicultural Counseling Psychosocial Issues (3 Credits)
This course uses a social justice perspective to examine the impact of oppression of Americans considered having a minority status in the United States. Minority status is defined according to an individual's current experiences and/or his or her group's history of oppression in America. Issues and concepts related to ability, age, class, socioeconomic status, ethnicity, gender, race, religion, sexual orientation, and other issues of oppression will be examined. The course is designed to present a general introduction to multicultural and social justice concepts and issues in multicultural counseling. Due to the extensive amount of material in this area only some selected issues and topics will be presented. Students interested in more specific multicultural diversity topics should take the one-credit Counseling Psychology diversity seminars or courses offered in other University of Denver colleges and departments. Students will be involved in interactive learning including the application of awareness and knowledge of course concepts and issues to themselves as participants in counseling with clients who have experienced oppression. The course is designed for graduate students who are professionals-in-training in mental health, counseling, and counseling psychology. Students should have a basic understanding of professional counseling skills and be willing to participate in counseling role-play activities. However, please note that this is not a clinical skills training course.

CNP 4776 Family Counseling (3 Credits)
Introduction to family counseling, including survey of major theories and research, and in-class demonstrations of techniques. Prerequisite: advanced master’s or doctoral student.

CNP 4778 Health Psychology (3 Credits)
Overview of rapidly expanding field of health psychology; wide variety of topics dealing with role of psychological processes in health and health care; includes impact of stress on physical health, and psychological factors that determine health-related behavior, psychological aspects of delivery of health care, and assessment issues in health psychology.

CNP 4780 Counseling Psychology Seminar: Supervision (3 Credits)
Introduces literature and research on counseling supervision, including awareness of individual differences; provides experience supervising master’s level counselors. Prerequisites: doctoral student and CNP 4752.

CNP 4784 Psychopathology (3 Credits)
Introduction to psychopathology and overview of several broad topics including schizophrenia, mood disorders and personality disorders.

CNP 4787 Motivational Interviewing (3 Credits)
Motivational interviewing is a client-centered collaborative style of therapeutic relationship designed to strengthen a person’s motivation for and commitment to change. This class facilitates skill development in managing client ambivalence, eliciting change-talk and honoring the client’s autonomy regarding taking steps toward a commonly agreed upon goal.

CNP 4789 Pharmacology of Addictive Behavior I and II (4 Credits)
This class provides a solid base of knowledge about the drugs of abuse including what occurs physiologically with drug use and other addictive behaviors. Additionally, this course explores neuroscience and genetic research on addiction to better understand the changes in the brain that underlie drug use and addictive behaviors.

CNP 4790 Counseling Psychology Seminar: Ethics (3 Credits)
Professional ethics in practice and research in counseling psychology, including informed consent, confidentiality, clients' rights, psychologists' obligations, etc.; basic APA documents. Prerequisite: doctoral student.

CNP 4791 Counseling Psychology Seminar: Counseling Couples (3 Credits)
Introduction to couples counseling, including survey of major theories and research.

CNP 4792 Pro-Seminar in Counseling Psychology (1 Credit)
Introduction to field of counseling psychology required for all first-quarter doctoral students. Prerequisite: counseling psychology doctoral students.

CNP 4794 Counseling Psychology Seminar: Special Topics (1-10 Credits)
Variety of special topics on research and practice in counseling psychology; readings, lectures and projects to provide an in-depth understanding of topics, which vary from to year and cover areas such as counseling women, counseling in business and industry, advanced group therapy, time-limit counseling, vocational counseling, etc.

CNP 4795 Master of Arts Counseling: Legal and Ethical Issues (3 Credits)
Introduction to ethical and legal issues in school and agency counseling for master's students. Prerequisite: master's student in counseling psychology.
CNP 4797 Counseling Addictive Behavior (3 Credits)
Introduction to assessment, treatment and outcome evaluation of chemical and nonchemical addictive behaviors. Requirements include abstinence from a “compulsive” behavior; journaling about one’s cognitive, emotional and behavioral reactions during the abstinence period; attending 12-step meetings; participating in a quasi-12-step in class meeting; critiquing a film depicting dynamics of an alcoholic family.

CNP 4799 Infectious Diseases in Addictive Behaviors (2 Credits)
Drug and alcohol abuse and infectious diseases go hand in hand. This class explores the high risk for contracting and spreading infectious diseases among drug abusers. This class helps prepare students to identify such diseases, determine client risk for infection, and educate students about disease prevention and treatment options.

CNP 4800 Consultation (1 Credit)
This course is designed to teach the basic theories of psychological consultation that can be used to guide practice in a variety of settings. Students learn to differentiate process, collaborative and expert consultation. The class format includes presentations from practitioners working in school, medical, forensic, and business settings. In addition, students also learn about the ethical principles that guide their practice and to also become sensitive to how their work with diverse cultural backgrounds may be perceived. Prerequisite: must be enrolled in the Counseling Psychology doctoral program.

CNP 4991 MA Independent Study (1-10 Credits)
CNP 4992 Directed Study (1-10 Credits)
CNP 4995 Research - M.A. Thesis (1-10 Credits)
CNP 5991 PhD Independent Study (1-10 Credits)
CNP 5992 Directed Study (1-10 Credits)
CNP 5995 Dissertation Research (1-20 Credits)

Curriculum Studies and Teaching

Office: Morgridge College of Admissions
Mail Code: 1999 E. Evans Avenue, Denver, CO 80208
Phone: 303-871-2509
Email: edinfo@du.edu
Web Site: http://www.du.edu/education

Curriculum Studies and Teaching

Whether you intend to become a curriculum developer, a professor or consultant, Curriculum and Instruction can help you develop into a bold leader and innovator.

We are educators dedicated to helping you become the best leader and change agent possible. We are committed to shaping a safe, sustainable, democratic, accessible and socially just learning experience for all students in all educational settings.

Master of arts - Curriculum, Instruction, and Teaching with a Concentration in Teacher Education Program-Elementary/SECONDARY/K-12

The Teacher Education Program concentrations offer an intensive, integrated, professional preparation experience. The program is structured similar to clinical preparation models where course work and field experiences are purposeful, connected, gradual, and cumulative. Program features such as small class sizes, built-in peer support, high academic standards, and a year-long residency in closely supervised field experiences in linguistically and culturally diverse settings promote student success in mastering the competencies of an effective teacher.

Apprentice Teachers are required to complete 840 hours of field experience in diverse public school classrooms. Apprentice Teachers are required to be at their fieldwork site three days a week during fall and winter quarters and four-five days a week in the spring quarter. A gradual release of responsibility leads to solo teaching throughout the year-long residency.

The mission of the University of Denver Morgridge College of Education (MCE) Teacher Education Program (TEP) concentrations is to provide an extensive, integrated, professional experience that supports Apprentice Teachers in developing the dispositions, knowledge, and skills of an effective teacher of diverse learners in underserved K-12 schools. Ultimately, effective teachers engage, plan, teach, and lead to promote the growth and development of all learners, and they take an active role in their own professional development.

Dual Undergraduate-Graduate Program in Teacher Education

The Dual Undergraduate-Graduate Degree Program in Teacher Education concentration is an approved program in which a University of Denver undergraduate student begins taking classes toward a teaching license and a graduate degree program prior to earning a baccalaureate degree. Both degrees must be earned within five years of matriculation into the undergraduate degree program. Dual degree students in the program take nine hours of graduate course work in their senior year (all nine hours double-count as undergraduate and graduate level course work). The nine hours of
MCE course work can be spread across the fall, winter, or spring quarter; or stacked into one or two quarters. Dual degree students should initiate the admissions process in the winter of their junior year.

Program Accreditation
The program is accredited by the Colorado Department of Education (CDE).

Master of Arts in Curriculum and Instruction
This degree program is designed with the individual student’s background and career goals in mind. Most students prepare for traditional and non-traditional positions in education that require planning, consulting, research, curriculum development, evaluation and policy-making. Instructional coaching is established in a profession that is increasingly gaining national attention. Many school districts across the US, including several in Colorado, are implementing instructional coaching as a component of transformative school reform.

Master of Arts in Curriculum and Instruction with a concentration in Gifted Education
Students who complete the 24 quarter-hour concentration in gifted education will participate in courses and practicum experiences aimed at developing professionals who are well-equipped to meet the needs of gifted students in a variety of educational environments. Completion of the concentration will be noted on students’ transcripts. In addition, students who successfully complete the concentration will be recommended for the Gifted Education Specialist endorsement offered through the Colorado Department of Education (CDE). Please note many of these courses are offered less frequently, so close consultation with your advisor is necessary if this concentration is of interest to you.

Master’s Students will take a minimum of 24 quarter hours in Gifted Education coursework, plus 21 quarter hours in Curriculum, Instruction, Diversity, Foundations, and Research. The minimum requirement for the degree is 45 quarter hours.

MASTER OF ARTS IN CURRICULUM AND INSTRUCTION WITH A CONCENTRATION IN Mathematics Education
Students enrolled in the master’s degree program can elect to obtain a concentration in mathematics education in place of the cognate for a total of 45 quarter hours. Students who complete the 33 quarter-hour concentration in mathematics education will participate in courses aimed at developing positive change agents in mathematics education for all students in general, and for underrepresented minority groups in mathematics in particular. Successful candidates will be prepared to work in diverse educational settings with a strong background in mathematical content, pedagogy, and assessment. Completion of the concentration will be noted on students’ transcripts. Please note many of these courses are offered less frequently, so close consultation with your advisor is necessary if this concentration is of interest to you.

Master’s Students will take a minimum of 33 quarter hours in mathematics education coursework, plus 6 quarter hours in Curriculum, and 6 quarter hours in Research. The minimum requirement for the degree is 45 credit hours.

Master of Arts in Curriculum, Instruction, and Teaching with a concentration in Urban Education
The Master of Arts in Curriculum, Instruction, and Teaching with a concentration in Urban Education, Denver Teacher Residency (DTR) is an innovative, hands-on teacher preparation program designed to cultivate and support exceptional teachers in high-needs schools within Denver Public Schools (DPS). DTR leads DPS efforts to recruit, prepare and retain high-quality urban educators to effectively meet the diverse needs of each student, improve academic achievement, and serve as leaders in Denver’s schools, district and community.

The Master of Arts in Curriculum, Instruction, and Teaching with a concentration in Urban Education, Denver Teacher Residency’s progressive approach to recruitment and training reflects the diverse ethnic, racial, socioeconomic and linguistic needs of DPS’ learning community. DTR residents are paired with mentor teachers in classrooms serving a variety of high needs, including elementary English Language Acquisition (English and Spanish), Special Education, secondary mathematics or secondary science. This hands-on approach to teacher training and certification prepares you to meet the linguistic, communication and special learning needs found in any DPS classroom.

Graduation Requirements: The 52 quarter credit hour program includes a residency requirement in Denver Public Schools in elementary or secondary contexts. Upon successful completion of coursework, you will be eligible to apply for an initial Colorado teaching license (you must meet the Colorado Department of Education – CDE requirements for a Colorado initial teacher license (http://www.cde.state.co.us/cdeprof/Licensure_tch_req.asp) and apply for the license with the CDE).

Approximate Completion Time: 12 months or 4 quarters (begins in the summer quarter with completion in the following spring quarter). At the end of the program, you will become eligible to apply for an initial Colorado teaching license (students must meet the Colorado Department of Education – CDE requirements for a Colorado initial teacher license (http://www.cde.state.co.us/cdeprof/Licensure_tch_req.asp) and apply for the license with the CDE).

Master of Arts in Early Childhood Special Education
The Master’s degree in Early Childhood Special Education (EC SPED) is a four quarter (1 to 2 year) program that focuses on expanding opportunities for specialized work with young children, youth, and families in school and community settings. It also is a pipeline to licensure and non-licensure
degrees including a doctoral degree. Students in the M.A. in EC SPED degree program develop the knowledge and practical skills needed to work successfully within the early childhood school and community agencies that serve the birth to 8-years-old age group.

Our goal is to prepare highly competent, collaborative, ethical, and self-reflective Early Childhood Special Education Specialists. This program will facilitate your training and development as a scientist-practitioner who can solve problems and share decision-making with others to optimize social-emotional, cognitive, academic, and behavioral outcomes for children from birth to age 8 with special needs, and their families.

Our goal is to prepare you to be an Early Childhood Special Education Specialist who will serve young children with special needs and their families in schools, districts, and in community organizations. You will:

- Value inclusive excellence and demonstrate a commitment to education as an essential part of every community.
- Are data-driven and reflective in their practice, and utilize evidence based practices.
- Utilize a family centered approach to intervention.
- Understand and use the latest research and technology to improve educational efforts on behalf of all learners.
- Utilize an ecological approach to intervention.

**Doctor of Education in Curriculum and Instruction**

The EdD in Curriculum and Instruction is designed to prepare educational practitioners as experts of curriculum and instruction, capable of engaging in problems and challenges in a variety of education institutions and contexts. The aim of this program is to produce graduates who are leaders and innovators in education (broadly defined), equipped with cutting-edge applied research skills, creative educational visions based on established academic disciplines, moral imagination, curricular expertise and commitments to issues of equity and social responsibility. You can specialize in two areas: Curriculum Studies or Gifted Education, or earn a concentration in Mathematics Education.

**Doctor of Philosophy in Curriculum and Instruction**

PhD students take a wide range of courses in the areas of curriculum, instruction, foundations, diversity and research. Dissertation topics cover a broad assortment of theoretical and practical topics. Additionally, our students are encouraged to consider enrolling in courses in other academic units in the Morgridge College of Education and throughout the university in order to enhance or expand their educational experience. You can earn a concentration in Mathematics Education.

Enter Admissions Requirements here.

**Certificate in Curriculum, Instruction and Teaching with a Concentration in Teacher Education Program-Elementary**

**Certificate Requirements**

**Coursework requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TEP 4690</td>
<td>Field Experience (Three quarters)</td>
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<tr>
<td>CUI 4540</td>
<td>Curriculum, Instruction and Assessment: Theory and Practice I</td>
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<tr>
<td>CUI 4541</td>
<td>Curriculum, Instruction, and Assessment: Theory and Practice II</td>
<td>3</td>
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<tr>
<td>CUI 4542</td>
<td>Curriculum, Instruction, and Assessment: Theory and Practice III</td>
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<td>CUI 4031</td>
<td>Teaching and Learning</td>
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<td>TEP 4010</td>
<td>Education and Psychology with Special Children</td>
<td>3</td>
</tr>
<tr>
<td>TEP 4590</td>
<td>Literacy Instruction (Two classes)</td>
<td>3,4</td>
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<tr>
<td>TEP 4590</td>
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<tr>
<td>CUI 4529</td>
<td>Foundations of Education for Linguistically Diverse Learners</td>
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<tr>
<td>CUI 4503</td>
<td>Elementary Math Methods for Cultural Linguistic Diversity</td>
<td>3</td>
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<tr>
<td>CUI 4502</td>
<td>Elementary Science and Social Studies Methods for Cultural Linguistic Diversity</td>
<td>4</td>
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<tr>
<td>CUI 4411</td>
<td>Wkshp: Gifted &amp; Talented Educ</td>
<td>2</td>
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<tr>
<td>CUI 4506</td>
<td>Mathematics for Elementary School Teachers I</td>
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</table>

Total Credits: 43-45

**Minimum number of credits required for certificate: 43**
## Certificate in Curriculum, Instruction and Teaching with a Concentration in Teacher Education Program-K-12

### Certificate Requirements

#### Coursework requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TEP 4690</td>
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<td>Curriculum, Instruction and Assessment: Theory and Practice I</td>
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<td>Curriculum, Instruction, and Assessment: Theory and Practice II</td>
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</tr>
<tr>
<td>CUI 4542</td>
<td>Curriculum, Instruction, and Assessment: Theory and Practice III</td>
<td>2</td>
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<tr>
<td>CUI 4031</td>
<td>Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>TEP 4010</td>
<td>Education and Psychology with Special Children</td>
<td>3</td>
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<tr>
<td>TEP 4590</td>
<td>Literacy Instruction (Two classes)</td>
<td>3,4</td>
</tr>
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<td>Literacy Instruction</td>
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</tr>
<tr>
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<td>3</td>
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<tr>
<td>TEP 4781</td>
<td>Elementary Art Methods</td>
<td>3</td>
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<tr>
<td>or TEP 4581</td>
<td>Elementary Music Methods</td>
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<tr>
<td>or TEP 4600</td>
<td>Introduction to Secondary Methods</td>
<td></td>
</tr>
<tr>
<td>TEP 4782</td>
<td>Secondary Art Methods</td>
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<tr>
<td>or TEP 4782</td>
<td>Secondary Art Methods</td>
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<tr>
<td>or TEP 4582</td>
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<td>or TEP 4650</td>
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<tr>
<td>CUI 4505</td>
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<tr>
<td>or CUI 4506</td>
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**Total Credits**: 43-45

**Minimum number of credits required for certificate**: 43

## Certificate in Curriculum, Instruction and Teaching with a Concentration in Teacher Education Program-Secondary

### Certificate Requirements

#### Coursework requirements

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<tbody>
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<tr>
<td>CUI 4541</td>
<td>Curriculum, Instruction, and Assessment: Theory and Practice II</td>
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<tr>
<td>CUI 4542</td>
<td>Curriculum, Instruction, and Assessment: Theory and Practice III</td>
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<tr>
<td>CUI 4031</td>
<td>Teaching and Learning</td>
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<tr>
<td>TEP 4010</td>
<td>Education and Psychology with Special Children</td>
<td>3</td>
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<tr>
<td>TEP 4590</td>
<td>Literacy Instruction (Two classes)</td>
<td>3,4</td>
</tr>
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<td>TEP 4590</td>
<td>Literacy Instruction</td>
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<tr>
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<td>Foundations of Education for Linguistically Diverse Learners</td>
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<td>TEP 4600</td>
<td>Introduction to Secondary Methods</td>
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<tr>
<td>TEP 4610</td>
<td>English in Secondary School</td>
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<tr>
<td>or TEP 4620</td>
<td>Social Science in Secondary School</td>
<td></td>
</tr>
<tr>
<td>or TEP 4630</td>
<td>Science in Secondary School</td>
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<tr>
<td>or TEP 4640</td>
<td>Math in Secondary School</td>
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<tr>
<td>CUI 4505</td>
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**Total Credits**: 43-45

**Minimum number of credits required for certificate**: 43
# Master of Arts in Curriculum, Instruction and Teaching with a Concentration in Teacher Education Program-Elementary

## Degree Requirements

### Coursework requirements

Teacher Education Program (TEP) Elementary Field Experience and Coursework

<table>
<thead>
<tr>
<th>TEP Field Experience</th>
<th>TEP Coursework, Curriculum &amp; Assessment</th>
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<table>
<thead>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
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<td>TEP 4010</td>
<td>Education and Psychology with Special Children</td>
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<tr>
<td>TEP 4590</td>
<td>Literacy Instruction (Two classes)</td>
<td>3,4</td>
</tr>
<tr>
<td>CUI 4028</td>
<td>Language, Literacy &amp; Culture</td>
<td>3</td>
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<tr>
<td>CUI 4029</td>
<td>Issues in Literacy</td>
<td>2</td>
</tr>
<tr>
<td>CUI 4172</td>
<td>Aesthetic Foundation in Education</td>
<td>3</td>
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<tr>
<td>CUI 4170</td>
<td>Engaging Learners through the Arts</td>
<td>3</td>
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<tr>
<td>CUI 4401</td>
<td>Psychological Aspects of Giftedness</td>
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<tr>
<td>CUI 4402</td>
<td>Curriculum for Gifted Learners</td>
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<td>CUI 4403</td>
<td>Instructional Strategies for Gifted Learners</td>
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<td>Wkshp: Gifted &amp; Talented Educ</td>
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<td>CUI 4506</td>
<td>Mathematics for Elementary School Teachers I</td>
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<tr>
<td>CUI 4507</td>
<td>Mathematics for Elementary School Teachers II</td>
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<td>CUI 4508</td>
<td>Mathematics for Elementary School Teachers III</td>
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<tr>
<td>CUI 4509</td>
<td>Foundations of Education for Linguistically Diverse Learners</td>
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<td>Elementary Math Methods for Cultural Linguistic Diversity</td>
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<td>CUI 4511</td>
<td>Elementary Science and Social Studies Methods for Cultural Linguistic Diversity</td>
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<tr>
<td>CUI 4512</td>
<td>Supporting English Language Learners Across the Curriculum</td>
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<tr>
<td>CUI 4513</td>
<td>Language, Literacy &amp; Culture</td>
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<tr>
<td>CUI 4514</td>
<td>Linguistic and Cultural Issues in Linking Assessment and Instruction</td>
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**Total Credits**: 52-54

Minimum number of credits required for degree: 52
Non-coursework Requirements

- Comprehensive Paper for M.A. degree

**Master of Arts in Curriculum, Instruction and Teaching with a Concentration in Teacher Education Program-K-12**

**Degree Requirements**

**Coursework requirements**
Teacher Education Program K-12 Field Experience and Coursework

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<td>TEP 4690</td>
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<td>TEP 4690</td>
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</tr>
<tr>
<td><strong>TEP Coursework, Curriculum &amp; Assessment</strong></td>
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</tr>
<tr>
<td>CUI 4540</td>
<td>Curriculum, Instruction and Assessment: Theory and Practice I</td>
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<tr>
<td>CUI 4541</td>
<td>Curriculum, Instruction, and Assessment: Theory and Practice II</td>
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<tr>
<td>CUI 4542</td>
<td>Curriculum, Instruction, and Assessment: Theory and Practice III</td>
<td>2</td>
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<tr>
<td>CUI 4031</td>
<td>Teaching and Learning</td>
<td>3</td>
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<tr>
<td>TEP 4010</td>
<td>Education and Psychology with Special Children</td>
<td>3</td>
</tr>
<tr>
<td>TEP 4590</td>
<td>Literacy Instruction (Two classes)</td>
<td>3,4</td>
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<tr>
<td>TEP 4590</td>
<td>Literacy Instruction</td>
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</tr>
<tr>
<td>CUI 4529</td>
<td>Foundations of Education for Linguistically Diverse Learners</td>
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<tr>
<td>TEP 4781</td>
<td>Elementary Art Methods</td>
<td>3</td>
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<tr>
<td>TEP 4782</td>
<td>Secondary Art Methods</td>
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<tr>
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<tr>
<td>TEP 4581</td>
<td>Elementary Music Methods</td>
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<td>TEP 4582</td>
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<tr>
<td>TEP 4600</td>
<td>Introduction to Secondary Methods</td>
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</tr>
<tr>
<td>CUI 4411</td>
<td>Wkshp: Gifted &amp; Talented Educ</td>
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</tr>
<tr>
<td>CUI 4505</td>
<td>Mathematics for Secondary Teachers</td>
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<tr>
<td>or CUI 4506</td>
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**Cognate Requirement**

Complete 3 courses from one of the approved TEP cognates listed below.

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<thead>
<tr>
<th>Elementary Mathematics</th>
<th>CUI 4506</th>
<th>Mathematics for Elementary School Teachers I</th>
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<tr>
<td></td>
<td>CUI 4507</td>
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<td></td>
<td>CUI 4508</td>
<td>Mathematics for Elementary School Teachers III</td>
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<table>
<thead>
<tr>
<th>Aesthetics</th>
<th>CUI 4172</th>
<th>Aesthetic Foundation in Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CUI 4170</td>
<td>Engaging Learners through the Arts</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy</th>
<th>CUI 4028</th>
<th>Literacy Instruction and Assessment</th>
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<tbody>
<tr>
<td></td>
<td>CUI 4538</td>
<td>Language, Literacy &amp; Culture</td>
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<td>CUI 4029</td>
<td>Issues in Literacy</td>
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<table>
<thead>
<tr>
<th>Gifted Education</th>
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<tbody>
<tr>
<td></td>
<td>CUI 4403</td>
<td>Instructional Strategies for Gifted Learners</td>
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<tr>
<td></td>
<td>CUI 4401</td>
<td>Psychological Aspects of Giftedness</td>
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<td>CUI 4453</td>
<td>Curriculum Adaptations and Assessments for Children with Disabilities</td>
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<td>CUI 4531</td>
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<td>Language, Literacy &amp; Culture</td>
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<tr>
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Total Credits: 52-54

Minimum number of credits required for degree: 52

Non-coursework Requirements

- Comprehensive Paper for M.A. degree

Master of Arts in Curriculum, Instruction and Teaching with a Concentration in Teacher Education Program-Secondary

Degree Requirements

Coursework requirements

Teacher Education Program Secondary Field Experience and Coursework

### TEP Field Experience

<table>
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<th>Course Title</th>
<th>Credits</th>
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### TEP Coursework, Curriculum & Assessment

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
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<td>CUI 4542</td>
<td>Curriculum, Instruction, and Assessment: Theory and Practice III</td>
</tr>
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<td>Teaching and Learning</td>
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<tr>
<td>TEP 4010</td>
<td>Education and Psychology with Special Children</td>
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<td>Literacy Instruction (Two classes)</td>
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<td>Literacy Instruction</td>
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<td>Introduction to Secondary Methods</td>
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<td>English in Secondary School</td>
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<td>Social Science in Secondary School</td>
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<td>or TEP 4630</td>
<td>Science in Secondary School</td>
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<tr>
<td>or TEP 4640</td>
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<td>Wkshp: Gifted &amp; Talented Educ</td>
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<tr>
<td>CUI 4505</td>
<td>Mathematics for Secondary Teachers</td>
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**Cognate Requirement**

Complete 3 courses from one of the approved TEP cognates listed below.

Total Credits: 52-54

Minimum number of credits required for degree: 52

Non-coursework Requirements

- Comprehensive Paper for M.A. degree

Master of Arts in Curriculum and Instruction

Degree Requirements

Coursework requirements

A. Curriculum (minimum 12 credits)

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<th>Course Title</th>
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<tbody>
<tr>
<td>CUI 4020</td>
<td>Introduction to Curriculum (Required)</td>
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<td>CUI 4021</td>
<td>Models of Curriculum (Required)</td>
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Choose additional credits from the following courses:

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<tbody>
<tr>
<td>CUI 3995</td>
<td>Urban Education</td>
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<tr>
<td>CUI 4022</td>
<td>Curriculum Theory into Practice</td>
</tr>
<tr>
<td>CUI 4027</td>
<td>Implementing Curriculum: A Practicum</td>
</tr>
<tr>
<td>CUI 4034</td>
<td>Curriculum &amp; Cultural Context (CUI 4034 may be taken to fulfill “Curriculum” or “Diversity”)</td>
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<tr>
<td>CUI 4161</td>
<td>Ethnicity, Gender &amp; Diversity in the Curriculum (CUI 4161 may be taken to fulfill “Curriculum” or “Diversity”)</td>
</tr>
<tr>
<td>CUI 4170</td>
<td>Engaging Learners through the Arts (CUI 4170 may be taken to fulfill “Curriculum” or “Instruction”)</td>
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B. Instruction (minimum 12 credits)

Choose from the following courses:

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<tr>
<td>CUI 3995</td>
<td>Urban Education (CUI 3995 may be taken to fulfill “Curriculum” or “Instruction”)</td>
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<tr>
<td>CUI 4031</td>
<td>Teaching and Learning</td>
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<tr>
<td>CUI 4032</td>
<td>Analysis of Teaching</td>
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<td>CUI 4033</td>
<td>The Practice of Teaching</td>
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<tr>
<td>CUI 4035</td>
<td>Urban Education: Problems and Perspectives</td>
</tr>
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<td>CUI 4038</td>
<td>Urban Youth Development</td>
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<td>CUI 4042</td>
<td>Instructional Design &amp; Web Development for Educators</td>
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<tr>
<td>CUI 4155</td>
<td>Special Topics (Spirituality in Education and Psychology)</td>
</tr>
<tr>
<td>CUI 4159</td>
<td>Educating Multiethnic Populations (CUI 4159 may be taken to fulfill “Curriculum” or “Diversity”)</td>
</tr>
<tr>
<td>CUI 4170</td>
<td>Engaging Learners through the Arts (CUI 4170 may be taken to fulfill “Curriculum” or “Instruction”)</td>
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<td>CUI 4403</td>
<td>Instructional Strategies for Gifted Learners</td>
</tr>
<tr>
<td>CUI 4531</td>
<td>Supporting English Language Learners Across the Curriculum</td>
</tr>
<tr>
<td>CUI 4532</td>
<td>Culturally Responsive Pedagogy (CUI 4532 may be taken to fulfill “Instruction” or “Diversity”)</td>
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<td>CUI 4870</td>
<td>Education in International Settings</td>
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C. Diversity (minimum 3 credits)

Choose from the following courses:

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<th>Course Title</th>
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<tbody>
<tr>
<td>CUI 4034</td>
<td>Curriculum &amp; Cultural Context (CUI 4034 may be taken to fulfill “Curriculum” or “Diversity”)</td>
</tr>
<tr>
<td>CUI 4159</td>
<td>Educating Multiethnic Populations (CUI 4159 may be taken to fulfill “Instruction” or “Diversity”)</td>
</tr>
<tr>
<td>CUI 4160</td>
<td>Race, Class and Gender in Education</td>
</tr>
<tr>
<td>CUI 4161</td>
<td>Ethnicity, Gender &amp; Diversity in the Curriculum (CUI 4161 may be taken to fulfill “Curriculum” or “Diversity”)</td>
</tr>
<tr>
<td>CUI 4532</td>
<td>Culturally Responsive Pedagogy (CUI 4532 may be taken to fulfill “Instruction” or “Diversity”)</td>
</tr>
</tbody>
</table>

Some diversity courses may be found in the Higher Education Program.

D. Foundations (minimum 3 credits)

Choose from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4100</td>
<td>Sociocultural Foundation of Education</td>
</tr>
<tr>
<td>CUI 4130</td>
<td>Philosophy of Education</td>
</tr>
<tr>
<td>CUI 4150</td>
<td>Sociology of Education</td>
</tr>
<tr>
<td>CUI 4155</td>
<td>Special Topics (Spirituality in Education and Psychology, CUI 4155 may be taken to fulfill &quot;Instruction&quot; or &quot;Foundations&quot;)</td>
</tr>
<tr>
<td>CUI 4172</td>
<td>Aesthetic Foundation in Education</td>
</tr>
<tr>
<td>CUI 4180</td>
<td>History of Education in the United States</td>
</tr>
</tbody>
</table>

E. Research (minimum 6 credits)

Choose additional credits from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMS 4900</td>
<td>Education Research and Measurement (Required)</td>
</tr>
</tbody>
</table>

F. Cognate (minimum 9 credits)

Choose additional credits from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4058</td>
<td>Teacher as Researcher</td>
</tr>
</tbody>
</table>

Minimum number of credits required for degree: 45
Non-coursework Requirements

- Comprehensive Paper

Master of Arts in Curriculum and Instruction with a Concentration in Gifted Education

Degree Requirements

Coursework requirements

A. Gifted Education (minimum 25 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4400</td>
<td>Nature and Needs of Gifted Learners</td>
</tr>
<tr>
<td>CUI 4401</td>
<td>Psychological Aspects of Giftedness</td>
</tr>
<tr>
<td>CUI 4402</td>
<td>Curriculum for Gifted Learners</td>
</tr>
<tr>
<td>CUI 4403</td>
<td>Instructional Strategies for Gifted Learners</td>
</tr>
<tr>
<td>CUI 4404</td>
<td>Twice-Exceptional Students</td>
</tr>
<tr>
<td>CUI 4405</td>
<td>Practicum in Gifted Education</td>
</tr>
<tr>
<td>CUI 4407</td>
<td>Current Issues in Gifted Education: Identification</td>
</tr>
<tr>
<td>CUI 4408</td>
<td>Creativity: Theory &amp; Practice</td>
</tr>
<tr>
<td>CUI 4410</td>
<td>Prog Dev/Ldrshp/Comm Gifted Ed</td>
</tr>
</tbody>
</table>

B. Curriculum, Teaching and Learning (minimum 9 credits)

Choose 9 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4020</td>
<td>Introduction to Curriculum</td>
</tr>
<tr>
<td>CUI 4021</td>
<td>Models of Curriculum</td>
</tr>
<tr>
<td>CUI 3995</td>
<td>Urban Education</td>
</tr>
<tr>
<td>CUI 4022</td>
<td>Curriculum Theory into Practice</td>
</tr>
<tr>
<td>CUI 4027</td>
<td>Implementing Curriculum: A Practicum</td>
</tr>
<tr>
<td>CUI 4034</td>
<td>Curriculum &amp; Cultural Context</td>
</tr>
<tr>
<td>CUI 4161</td>
<td>Ethnicity, Gender &amp; Diversity in the Curriculum</td>
</tr>
<tr>
<td>CUI 4170</td>
<td>Engaging Learners through the Arts</td>
</tr>
<tr>
<td>CUI 4530</td>
<td>Second Language Acquisition</td>
</tr>
<tr>
<td>CFSP 4312</td>
<td>Learning Application and Analysis</td>
</tr>
<tr>
<td>CUI 4032</td>
<td>Analysis of Teaching</td>
</tr>
<tr>
<td>CUI 4033</td>
<td>The Practice of Teaching</td>
</tr>
<tr>
<td>CUI 4035</td>
<td>Urban Education: Problems and Perspectives</td>
</tr>
<tr>
<td>CUI 4038</td>
<td>Urban Youth Development</td>
</tr>
<tr>
<td>CUI 4039</td>
<td>Transformational Teaching and Learning</td>
</tr>
<tr>
<td>CUI 4042</td>
<td>Instructional Design &amp; Web Development for Educators</td>
</tr>
<tr>
<td>CUI 4159</td>
<td>Educating Multiethnic Populations</td>
</tr>
<tr>
<td>CUI 4403</td>
<td>Instructional Strategies for Gifted Learners</td>
</tr>
<tr>
<td>CUI 4531</td>
<td>Supporting English Language Learners Across the Curriculum</td>
</tr>
<tr>
<td>CUI 4532</td>
<td>Culturally Responsive Pedagogy</td>
</tr>
<tr>
<td>CUI 4870</td>
<td>Education in International Settings</td>
</tr>
</tbody>
</table>

C. Foundations (minimum 3 credits)

Choose from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4100</td>
<td>Sociocultural Foundation of Education</td>
</tr>
<tr>
<td>CUI 4130</td>
<td>Philosophy of Education</td>
</tr>
<tr>
<td>CUI 4150</td>
<td>Sociology of Education</td>
</tr>
<tr>
<td>CUI 4155</td>
<td>Special Topics (Spirituality in Education and Psychology)</td>
</tr>
<tr>
<td>CUI 4172</td>
<td>Aesthetic Foundation in Education</td>
</tr>
<tr>
<td>CUI 4180</td>
<td>History of Education in the United States</td>
</tr>
</tbody>
</table>

D. Research and Inquiry (minimum 6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMS 4900</td>
<td>Education Research and Measurement</td>
</tr>
<tr>
<td>CUI 4058</td>
<td>Teacher as Researcher</td>
</tr>
</tbody>
</table>

E. Diversity (minimum 3 credits)

Choose from the following courses:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4034</td>
<td>Curriculum &amp; Cultural Context</td>
</tr>
<tr>
<td>CUI 4159</td>
<td>Educating Multiethnic Populations</td>
</tr>
<tr>
<td>CUI 4160</td>
<td>Race, Class and Gender in Education</td>
</tr>
<tr>
<td>CUI 4161</td>
<td>Ethnicity, Gender &amp; Diversity in the Curriculum</td>
</tr>
<tr>
<td>CUI 4532</td>
<td>Culturally Responsive Pedagogy</td>
</tr>
</tbody>
</table>

**Total Credits**  
46

**Minimum number of credits required for degree: 46**

**Non-coursework Requirements**

- Comprehensive Paper

**Master of Arts in Curriculum and Instruction with a Concentration in Mathematics Education**

**Degree Requirements**

**Coursework requirements**

**A. Mathematics Education (minimum 33 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4600</td>
<td>History and Philosophy in Mathematics Education</td>
</tr>
<tr>
<td>CUI 4610</td>
<td>Learning and Teaching of Mathematics</td>
</tr>
<tr>
<td>CUI 4630</td>
<td>Learning Mathematics: Early Childhood</td>
</tr>
<tr>
<td>CUI 4640</td>
<td>Improving Elementary Math Instruction</td>
</tr>
<tr>
<td>CUI 4720</td>
<td>Discourse in the Mathematics Classroom</td>
</tr>
<tr>
<td>CUI 4730</td>
<td>Mathematics and Instructional Technology</td>
</tr>
<tr>
<td>CUI 4620</td>
<td>Research on Diversity, Equity, and Social Justice in Mathematics Education</td>
</tr>
<tr>
<td>CUI 4790</td>
<td>Seminar on Race in Mathematics Education</td>
</tr>
<tr>
<td>CUI 4700</td>
<td>Foundations of Education: Cognitive Theory I</td>
</tr>
<tr>
<td>CUI 4710</td>
<td>Foundations of Education: Cognitive Theory II</td>
</tr>
<tr>
<td>CUI 4740</td>
<td>Policy and Mathematics Education</td>
</tr>
</tbody>
</table>

**B. Curriculum, Teaching and Learning (minimum 6 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4020</td>
<td>Introduction to Curriculum</td>
</tr>
<tr>
<td>CUI 4021</td>
<td>Models of Curriculum</td>
</tr>
</tbody>
</table>

**C. Research and Inquiry (minimum 6 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMS 4900</td>
<td>Education Research and Measurement</td>
</tr>
</tbody>
</table>

**Total Credits**  
45

**Minimum number of credits required for degree: 45**

**Non-coursework Requirements**

- Comprehensive Paper

**Master of Arts in Curriculum, Instruction, and Teaching with a Concentration in Urban Education**

**Degree Requirements**

**Coursework requirements**

**Degree Plan: Master of Arts in Curriculum and Instruction with a concentration in Urban Education to begin June 2014**

Eligible for Elementary and Special Education Certificate

Endorsements in Culturally & Linguistically Diverse Education and Special Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4521</td>
<td>Urban Education II: School, Student, Family and Community Influences on Student Learning</td>
</tr>
<tr>
<td>CUI 4450</td>
<td>Education and Psychology of Exceptional Children</td>
</tr>
<tr>
<td>CUI 4031</td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>CUI 4529</td>
<td>Foundations of Education for Linguistically Diverse Learners</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>CUI 4536</td>
<td>Linguistic and Cultural Issues in Linking Assessment and Instruction</td>
</tr>
<tr>
<td>CUI 4540</td>
<td>Curriculum, Instruction and Assessment: Theory and Practice I</td>
</tr>
<tr>
<td>CUI 4457</td>
<td>Behavior Intervention</td>
</tr>
<tr>
<td>CUI 4500</td>
<td>Elementary Literacy: Theory and Practice I</td>
</tr>
<tr>
<td>CUI 4504</td>
<td>Elementary Math, Science, and Social Studies Methods Cultural Linguistic Diversity</td>
</tr>
<tr>
<td>CUI 4530</td>
<td>Second Language Acquisition</td>
</tr>
<tr>
<td>CUI 4541</td>
<td>Curriculum, Instruction, and Assessment: Theory and Practice II</td>
</tr>
<tr>
<td>CUI 4501</td>
<td>Elementary Literacy: Theory and Practice II</td>
</tr>
<tr>
<td>CUI 4532</td>
<td>Culturally Responsive Pedagogy</td>
</tr>
<tr>
<td>CUI 4455</td>
<td>Assessment of Students with Special Needs</td>
</tr>
<tr>
<td>CUI 4542</td>
<td>Curriculum, Instruction, and Assessment: Theory and Practice III</td>
</tr>
<tr>
<td>CUI 4527</td>
<td>Supporting English Language Learners and Students with Special Needs Across Content Areas</td>
</tr>
<tr>
<td>CUI 4538</td>
<td>Language, Literacy &amp; Culture</td>
</tr>
<tr>
<td>CUI 4459</td>
<td>Curriculum, Collaboration, and Transitions in K-12 Schools</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
</tr>
</tbody>
</table>

**Degree Plan: Master of Arts in Curriculum and Instruction with a concentration in Urban Education to begin June 2014**

Eligible for Secondary Mathematics Certificate

Endorsements in Culturally & Linguistically Diverse Education and Special Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4521</td>
<td>Urban Education II: School, Student, Family and Community Influences on Student Learning</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4450</td>
<td>Education and Psychology of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4031</td>
<td>Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4529</td>
<td>Foundations of Education for Linguistically Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4536</td>
<td>Linguistic and Cultural Issues in Linking Assessment and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4540</td>
<td>Curriculum, Instruction and Assessment: Theory and Practice I</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4457</td>
<td>Behavior Intervention</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4511</td>
<td>Secondary Literacy: Reading and Writing Across Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>TEP 4600</td>
<td>Introduction to Secondary Methods</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4530</td>
<td>Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4541</td>
<td>Curriculum, Instruction, and Assessment: Theory and Practice II</td>
<td>2</td>
</tr>
<tr>
<td>TEP 4640</td>
<td>Math in Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4532</td>
<td>Culturally Responsive Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4455</td>
<td>Assessment of Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4542</td>
<td>Curriculum, Instruction, and Assessment: Theory and Practice III</td>
<td>2</td>
</tr>
<tr>
<td>CUI 4527</td>
<td>Supporting English Language Learners and Students with Special Needs Across Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4538</td>
<td>Language, Literacy &amp; Culture</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4459</td>
<td>Curriculum, Collaboration, and Transitions in K-12 Schools</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>52</strong></td>
</tr>
</tbody>
</table>

**Degree Plan: Master of Arts in Curriculum and Instruction with a concentration in Urban Education to begin June 2014**

Eligible for Secondary Science Certificate

Endorsements in Culturally & Linguistically Diverse Education and Special Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4521</td>
<td>Urban Education II: School, Student, Family and Community Influences on Student Learning</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4450</td>
<td>Education and Psychology of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4031</td>
<td>Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4529</td>
<td>Foundations of Education for Linguistically Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4536</td>
<td>Linguistic and Cultural Issues in Linking Assessment and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4540</td>
<td>Curriculum, Instruction and Assessment: Theory and Practice I</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4457</td>
<td>Behavior Intervention</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4511</td>
<td>Secondary Literacy: Reading and Writing Across Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------</td>
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</tr>
<tr>
<td>TEP 4600</td>
<td>Introduction to Secondary Methods</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4530</td>
<td>Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4541</td>
<td>Curriculum, Instruction, and Assessment: Theory and Practice II</td>
<td>2</td>
</tr>
<tr>
<td>TEP 4630</td>
<td>Science in Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4532</td>
<td>Culturally Responsive Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4455</td>
<td>Assessment of Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4542</td>
<td>Curriculum, Instruction, and Assessment: Theory and Practice III</td>
<td>2</td>
</tr>
<tr>
<td>CUI 4527</td>
<td>Supporting English Language Learners and Students with Special Needs Across Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4538</td>
<td>Language, Literacy &amp; Culture</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4459</td>
<td>Curriculum, Collaboration, and Transitions in K-12 Schools</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>52</strong></td>
</tr>
</tbody>
</table>

**Master of Arts in Early Childhood Special Education**

**Degree Requirements**

**Coursework requirements**

The M.A. in Early Childhood Special Education program requires a minimum of 55 quarter hours depending on prior individual experiences and coursework.

**Developmental and Psychological Foundations (18 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFSP 4304</td>
<td>Diversity in School and Community Settings</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4310</td>
<td>Infant Development</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4311</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4312</td>
<td>Learning Application and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4305</td>
<td>Exceptional Child: Biomedical &amp; Psycho-Social Aspects</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4338</td>
<td>Low-Incidence Disability and Intervention</td>
<td>3</td>
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</tbody>
</table>

**Legal, Ethical and Professional Foundations (5 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFSP 4302</td>
<td>Legal Issues in Education</td>
<td>2</td>
</tr>
<tr>
<td>CFSP 4315</td>
<td>Professional and Ethical Issues in Early Childhood Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Professional Skills and Training (25-26 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CFSP 4320</td>
<td>Infant Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4326</td>
<td>Preschool Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4308</td>
<td>Early Academic Competencies</td>
<td>3</td>
</tr>
<tr>
<td>RMS 4900</td>
<td>Education Research and Measurement</td>
<td>4</td>
</tr>
<tr>
<td>CFSP 4330</td>
<td>Family-School Partnering and Consultation</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4336</td>
<td>Preschool Interventions</td>
<td>3</td>
</tr>
<tr>
<td>CFSP 4335</td>
<td>Infant &amp; Family Interventions</td>
<td>3</td>
</tr>
<tr>
<td>Options</td>
<td>Differentiated Learning School-Age Academic Competencies</td>
<td>3-4</td>
</tr>
<tr>
<td>Elementary Learning</td>
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<td></td>
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</tbody>
</table>

**Applied Courses (5-6 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFSP 4357</td>
<td>Early Childhood Practicum</td>
<td>1-4</td>
</tr>
</tbody>
</table>

**Total Credits**

55

**Minimum number of credits required for degree: 55**

**Non-coursework Requirements**

- Pass PRAXIS Elementary PLACE exam.
Doctor of Education in Curriculum and Instruction

Degree Requirements

Coursework requirements

A. Curriculum (minimum 6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4020</td>
<td>Introduction to Curriculum (Required)</td>
</tr>
</tbody>
</table>

Choose additional credits from the following courses:

- CUI 4021 Models of Curriculum
- CUI 4022 Curriculum Theory into Practice
- CUI 4027 Implementing Curriculum: A Practicum
- CUI 4034 Curriculum & Cultural Context (CUI 4034 may be taken to fulfill “Curriculum” or “Diversity”)
- CUI 4161 Ethnicity, Gender & Diversity in the Curriculum (CUI 4161 may be taken to fulfill “Curriculum” or “Diversity”)
- CUI 4170 Engaging Learners through the Arts (CUI 4170 may be taken to fulfill “Curriculum” or “Instruction”)
- CUI 4402 Curriculum for Gifted Learners
- CUI 5991 PhD Independent Study (Advanced Topics in Curriculum)

B. Instruction (3-6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4039</td>
<td>Transformational Teaching and Learning (Required)</td>
</tr>
</tbody>
</table>

Choose credits from the following courses:

- CUI 4031 Teaching and Learning
- CUI 3995 Urban Education
- CUI 4028 Literacy Instruction and Assessment
- CUI 4029 Issues in Literacy
- CUI 4032 Analysis of Teaching
- CUI 4033 The Practice of Teaching
- CUI 4035 Urban Education: Problems and Perspectives
- CUI 4038 Urban Youth Development
- CUI 4042 Instructional Design & Web Development for Educators
- CUI 4155 Special Topics (Spirituality in Education and Psychology)
- CUI 4159 Educating Multiethnic Populations (CUI 4159 may be taken to fulfill “Curriculum” or “Diversity”)
- CUI 4170 Engaging Learners through the Arts (CUI 4170 may be taken to fulfill “Curriculum” or “Instruction”)
- CUI 4403 Instructional Strategies for Gifted Learners
- CUI 4532 Culturally Responsive Pedagogy (CUI 4532 may be taken to fulfill “Instruction” or “Diversity”)
- CUI 4870 Education in International Settings

C. Diversity (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4160</td>
<td>Race, Class and Gender in Education</td>
</tr>
</tbody>
</table>

Choose from the following courses:

- CUI 4034 Curriculum & Cultural Context (CUI 4034 may be taken to fulfill “Curriculum” or “Diversity”)
- CUI 4055 Human Rights & Education
- CUI 4159 Educating Multiethnic Populations (CUI 4159 may be taken to fulfill “Instruction” or “Diversity”)
- CUI 4161 Ethnicity, Gender & Diversity in the Curriculum (CUI 4161 may be taken to fulfill “Curriculum” or “Diversity”)
- CUI 4532 Culturally Responsive Pedagogy (CUI 4532 may be taken to fulfill “Instruction” or “Diversity”)

Additional diversity courses may be found in the Higher Education Program.

D. Foundations (minimum 12-15 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4100</td>
<td>Sociocultural Foundation of Education</td>
</tr>
<tr>
<td>CUI 4130</td>
<td>Philosophy of Education</td>
</tr>
<tr>
<td>CUI 4155</td>
<td>Special Topics (Spirituality in Education and Psychology, CUI 4155 may be taken to fulfill “Instruction” or “Foundations”)</td>
</tr>
<tr>
<td>CUI 4172</td>
<td>Aesthetic Foundation in Education</td>
</tr>
<tr>
<td>CUI 4180</td>
<td>History of Education in the United States</td>
</tr>
</tbody>
</table>
CUI 4034  Curriculum & Cultural Context
CFSP 4311  Child Development
CUI 4408  Creativity: Theory & Practice
CUI 4410  Prog Dev/Ldrshp/Comm Gifted Ed
ADMN 4822  Leadership in Complex Systems
ADMN 4819  Organization Theory & Behavior

**E. Research (minimum of 17 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMS 4910</td>
<td>Introductory Statistics (Required)</td>
</tr>
<tr>
<td>RMS 4920</td>
<td>Educational Measurement (Required)</td>
</tr>
<tr>
<td>RMS 4940</td>
<td>Structural Foundations of Research in Social Sciences (Required)</td>
</tr>
</tbody>
</table>

Choose one research option:

**Option 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMS 4941</td>
<td>Introduction to Qualitative Research</td>
</tr>
<tr>
<td>RMS 4942</td>
<td>Qualitative Data Collection and Analysis</td>
</tr>
<tr>
<td>RMS 4947</td>
<td>Arts-Based Research</td>
</tr>
</tbody>
</table>

**Option 2**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMS 4930</td>
<td>Empirical Research Methods</td>
</tr>
<tr>
<td>RMS 4911</td>
<td>Correlation and Regression</td>
</tr>
<tr>
<td>or RMS 4931</td>
<td>Survey and Design Analysis</td>
</tr>
</tbody>
</table>

**Option 3**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMS 4930</td>
<td>Empirical Research Methods</td>
</tr>
<tr>
<td>RMS 4941</td>
<td>Introduction to Qualitative Research</td>
</tr>
<tr>
<td>RMS 4911</td>
<td>Correlation and Regression</td>
</tr>
<tr>
<td>or RMS 4931</td>
<td>Survey and Design Analysis</td>
</tr>
</tbody>
</table>

**Option 4**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMS 4941</td>
<td>Introduction to Qualitative Research</td>
</tr>
<tr>
<td>RMS 4942</td>
<td>Qualitative Data Collection and Analysis</td>
</tr>
<tr>
<td>RMS 4930</td>
<td>Empirical Research Methods</td>
</tr>
<tr>
<td>RMS 4911</td>
<td>Correlation and Regression</td>
</tr>
<tr>
<td>or RMS 4931</td>
<td>Survey and Design Analysis</td>
</tr>
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</table>

**F. Specialization (9-24 credits)**

Please see areas of specialization listed below.

**G. Doctoral Research Courses (minimum 11 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4XXX</td>
<td>Research as Problem Analysis</td>
</tr>
<tr>
<td>CUI 4XXX</td>
<td>Research as Intervention</td>
</tr>
<tr>
<td>CUI 4XXX</td>
<td>Applied Research</td>
</tr>
</tbody>
</table>

**Minimum Number of Credits Required**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>65</td>
</tr>
</tbody>
</table>

Please note: the numbers in each category above are either a minimum or range of credit hours required. The 65 minimum credit requirement is only for students with an earned master's degree.

**Areas of Specialization**

1. Gifted Education: A minimum of 9-24 credits is required.

Choose 9-24 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4400</td>
<td>Nature and Needs of Gifted Learners</td>
</tr>
<tr>
<td>CUI 4401</td>
<td>Psychological Aspects of Giftedness</td>
</tr>
<tr>
<td>CUI 4404</td>
<td>Twice-Exceptional Students</td>
</tr>
<tr>
<td>CUI 4402</td>
<td>Curriculum for Gifted Learners</td>
</tr>
<tr>
<td>CUI 4407</td>
<td>Current Issues in Gifted Education: Identification</td>
</tr>
<tr>
<td>CUI 4403</td>
<td>Instructional Strategies for Gifted Learners</td>
</tr>
<tr>
<td>CUI 4410</td>
<td>Prog Dev/Ldrshp/Comm Gifted Ed</td>
</tr>
<tr>
<td>CUI 4405</td>
<td>Practicum in Gifted Education</td>
</tr>
</tbody>
</table>
2. Curriculum Specialization: A minimum of 9 credits is required.

Choose 9 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4021</td>
<td>Models of Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4028</td>
<td>Literacy Instruction and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4033</td>
<td>The Practice of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4170</td>
<td>Engaging Learners through the Arts</td>
<td>3</td>
</tr>
<tr>
<td>LIS 4110</td>
<td>Teaching and Learning with Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

A minimum of 65 credit hours is required beyond the earned master’s degree. No credit hours from the earned master’s degree can be transferred into the EdD.

Non-coursework Requirements

- Online Portfolio
- Doctoral Comprehensive Exam
- Doctoral Research Paper

Doctor of Education in Curriculum and Instruction with a Concentration in Mathematics Education

Degree Requirements

Coursework requirements

A. Curriculum (minimum 6 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4020</td>
<td>Introduction to Curriculum (Required)</td>
<td>6</td>
</tr>
</tbody>
</table>

Choose additional credits from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4021</td>
<td>Models of Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4022</td>
<td>Curriculum Theory into Practice</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4027</td>
<td>Implementing Curriculum: A Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4034</td>
<td>Curriculum &amp; Cultural Context (CUI 4034 may be taken to fulfill “Curriculum” or “Diversity”)</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4161</td>
<td>Ethnicity, Gender &amp; Diversity in the Curriculum (CUI 4161 may be taken to fulfill “Curriculum” or “Diversity”)</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4170</td>
<td>Engaging Learners through the Arts (CUI 4170 may be taken to fulfill “Curriculum” or “Instruction”)</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4402</td>
<td>Curriculum for Gifted Learners</td>
<td>3</td>
</tr>
<tr>
<td>CUI 5991</td>
<td>PhD Independent Study (Advanced Topics in Curriculum)</td>
<td>3</td>
</tr>
</tbody>
</table>

B. Instruction (3-6 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4039</td>
<td>Transformational Teaching and Learning (Required)</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Choose credits from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4031</td>
<td>Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>CUI 3995</td>
<td>Urban Education</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4028</td>
<td>Literacy Instruction and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4029</td>
<td>Issues in Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4032</td>
<td>Analysis of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4033</td>
<td>The Practice of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4035</td>
<td>Urban Education: Problems and Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4038</td>
<td>Urban Youth Development</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4042</td>
<td>Instructional Design &amp; Web Development for Educators</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4155</td>
<td>Special Topics (Spirituality in Education and Psychology)</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4159</td>
<td>Educating Multiethnic Populations (CUI 4159 may be taken to fulfill “Curriculum” or “Diversity”)</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4170</td>
<td>Engaging Learners through the Arts (CUI 4170 may be taken to fulfill “Curriculum” or “Instruction”)</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4403</td>
<td>Instructional Strategies for Gifted Learners</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4532</td>
<td>Culturally Responsive Pedagogy (CUI 4532 may be taken to fulfill “Instruction” or “Diversity”)</td>
<td>3</td>
</tr>
<tr>
<td>CUI 4870</td>
<td>Education in International Settings</td>
<td>3</td>
</tr>
</tbody>
</table>
### C. Diversity (3 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4160</td>
<td>Race, Class and Gender in Education</td>
</tr>
</tbody>
</table>

Choose from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4034</td>
<td>Curriculum &amp; Cultural Context (CUI 4034 may be taken to fulfill “Curriculum” or “Diversity”)</td>
</tr>
<tr>
<td>CUI 4055</td>
<td>Human Rights &amp; Education</td>
</tr>
<tr>
<td>CUI 4159</td>
<td>Educating Multicultural Populations (CUI 4159 may be taken to fulfill &quot;Instruction&quot; or &quot;Diversity&quot;)</td>
</tr>
<tr>
<td>CUI 4161</td>
<td>Ethnicity, Gender &amp; Diversity in the Curriculum (CUI 4161 may be taken to fulfill &quot;Curriculum&quot; or &quot;Diversity&quot;)</td>
</tr>
<tr>
<td>CUI 4532</td>
<td>Culturally Responsive Pedagogy (CUI 4532 may be taken to fulfill &quot;Instruction&quot; or &quot;Diversity&quot;)</td>
</tr>
</tbody>
</table>

Additional diversity courses may be found in the Higher Education Program.

### D. Foundations (minimum 12-15 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4100</td>
<td>Sociocultural Foundation of Education</td>
</tr>
<tr>
<td>CUI 4130</td>
<td>Philosophy of Education</td>
</tr>
<tr>
<td>CUI 4155</td>
<td>Special Topics (Spirituality in Education and Psychology, CUI 4155 may be taken to fulfill &quot;Instruction&quot; or &quot;Foundations&quot;)</td>
</tr>
<tr>
<td>CUI 4172</td>
<td>Aesthetic Foundation in Education</td>
</tr>
<tr>
<td>CUI 4180</td>
<td>History of Education in the United States</td>
</tr>
<tr>
<td>CUI 4034</td>
<td>Curriculum &amp; Cultural Context</td>
</tr>
<tr>
<td>CFSP 4311</td>
<td>Child Development</td>
</tr>
<tr>
<td>CUI 4408</td>
<td>Creativity: Theory &amp; Practice</td>
</tr>
<tr>
<td>CUI 4410</td>
<td>Prog Dev/Ldrshp/Comm Gifted Ed</td>
</tr>
<tr>
<td>ADMN 4822</td>
<td>Leadership in Complex Systems</td>
</tr>
<tr>
<td>ADMN 4819</td>
<td>Organization Theory &amp; Behavior</td>
</tr>
</tbody>
</table>

### E. Research (minimum of 17 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMS 4910</td>
<td>Introductory Statistics (Required)</td>
</tr>
<tr>
<td>RMS 4920</td>
<td>Educational Measurement (Required)</td>
</tr>
<tr>
<td>RMS 4940</td>
<td>Structural Foundations of Research in Social Sciences (Required)</td>
</tr>
</tbody>
</table>

Choose one research option:

**Option 1**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMS 4941</td>
<td>Introduction to Qualitative Research</td>
</tr>
<tr>
<td>RMS 4942</td>
<td>Qualitative Data Collection and Analysis</td>
</tr>
<tr>
<td>RMS 4947</td>
<td>Arts-Based Research</td>
</tr>
</tbody>
</table>

**Option 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMS 4930</td>
<td>Empirical Research Methods</td>
</tr>
<tr>
<td>RMS 4911</td>
<td>Correlation and Regression</td>
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<tr>
<td>or RMS 4931</td>
<td>Survey and Design Analysis</td>
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</table>

**Option 3**

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<td>RMS 4930</td>
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<td>Survey and Design Analysis</td>
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</tbody>
</table>

**Option 4**

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</tr>
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<tbody>
<tr>
<td>RMS 4941</td>
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<tr>
<td>RMS 4942</td>
<td>Qualitative Data Collection and Analysis</td>
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<tr>
<td>RMS 4930</td>
<td>Empirical Research Methods</td>
</tr>
<tr>
<td>RMS 4911</td>
<td>Correlation and Regression</td>
</tr>
<tr>
<td>or RMS 4931</td>
<td>Survey and Design Analysis</td>
</tr>
</tbody>
</table>

### F. Specialization

Choose 9-24 credits from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUI 4600</td>
<td>History and Philosophy in Mathematics Education</td>
</tr>
<tr>
<td>CUI 4610</td>
<td>Learning and Teaching of Mathematics</td>
</tr>
</tbody>
</table>
CUI 4630  Learning Mathematics: Early Childhood
CUI 4640  Improving Elementary Math Instruction
CUI 4720  Discourse in the Mathematics Classroom
CUI 4730  Mathematics and Instructional Technology
CUI 4620  Research on Diversity, Equity, and Social Justice in Mathematics Education
CUI 4790  Seminar on Race in Mathematics Education
CUI 4700  Foundations of Education: Cognitive Theory I
CUI 4710  Foundations of Education: Cognitive Theory II
CUI 4740  Policy and Mathematics Education

G. Doctoral Research Courses (minimum 11 credits)
CUI 4XXX Research as Problem Analysis
CUI 4XXX Research as Intervention
CUI 4XXX Applied Research

Minimum Number of Credits Required: 65

A minimum of 65 credit hours is required beyond the earned master's degree. No credit hours from the earned master's degree can be transferred into the EdD.

Non-coursework Requirements
- Online Portfolio
- Doctoral Comprehensive Exam
- Doctoral Research Paper

Doctor of Philosophy in Curriculum and Instruction

Degree Requirements

Coursework requirements

A. Curriculum (minimum 9 credits)
CUI 4020  Introduction to Curriculum (Required)
CUI 4021  Models of Curriculum (Required)
Choose additional credits from the following courses:
CUI 4022  Curriculum Theory into Practice
CUI 4027  Implementing Curriculum: A Practicum
CUI 4034  Curriculum & Cultural Context (CUI 4034 may be taken to fulfill “Curriculum” or “Diversity”)
CUI 4161  Ethnicity, Gender & Diversity in the Curriculum (CUI 4161 may be taken to fulfill “Curriculum” or “Diversity”)
CUI 4170  Engaging Learners through the Arts (CUI 4170 may be taken to fulfill “Curriculum” or “Instruction”)
CUI 4402  Curriculum for Gifted Learners
CUI 5991  PhD Independent Study (Advanced Topics in Curriculum)

B. Instruction (minimum 9 credits)
Choose credits from the following courses:
CUI 4031  Teaching and Learning
CUI 3995  Urban Education
CUI 4028  Literacy Instruction and Assessment
CUI 4029  Issues in Literacy
CUI 4032  Analysis of Teaching
CUI 4033  The Practice of Teaching
CUI 4035  Urban Education: Problems and Perspectives
CUI 4038  Urban Youth Development
CUI 4042  Instructional Design & Web Development for Educators
CUI 4155  Special Topics (Spirituality in Education and Psychology)
CUI 4159  Educating Multiethnic Populations (CUI 4159 may be taken to fulfill “Curriculum” or “Diversity”)
CUI 4170  Engaging Learners through the Arts (CUI 4170 may be taken to fulfill “Curriculum” or “Instruction”)
CUI 4403  Instructional Strategies for Gifted Learners
CUI 4532  Culturally Responsive Pedagogy (CUI 4532 may be taken to fulfill “Instruction” or “Diversity”)
CUI 4870  Education in International Settings

C. Diversity (minimum 6 credits)  6

Choose from the following courses:

CUI 4034  Curriculum & Cultural Context (CUI 4034 may be taken to fulfill “Curriculum” or “Diversity”)
CUI 4055  Human Rights & Education
CUI 4159  Educating Multiethnic Populations (CUI 4159 may be taken to fulfill “Instruction” or “Diversity”)
CUI 4160  Race, Class and Gender in Education
CUI 4161  Ethnicity, Gender & Diversity in the Curriculum (CUI 4161 may be taken to fulfill "Curriculum" or "Diversity")
CUI 4532  Culturally Responsive Pedagogy (CUI 4532 may be taken to fulfill "Instruction" or "Diversity")

Additional diversity courses may be found in the Higher Education Program.

D. Foundations (minimum 6 credits)  6

Choose from the following courses:

CUI 4100  Sociocultural Foundation of Education
CUI 4130  Philosophy of Education
CUI 4155  Special Topics (Spirituality in Education and Psychology, CUI 4155 may be taken to fulfill "Instruction" or "Foundations")
CUI 4172  Aesthetic Foundation in Education
CUI 4180  History of Education in the United States
CUI 4034  Curriculum & Cultural Context
CFSP 4311  Child Development
CUI 4408  Creativity: Theory & Practice
CUI 4410  Prog Dev/Ldrshp/Comm Gifted Ed
ADMN 4822  Leadership in Complex Systems
ADMN 4819  Organization Theory & Behavior

E. Research (19-33)  19-33

Introductory Level  minimum 3-14 credits

RMS 4910  Introductory Statistics  May test out—see advisor
RMS 4930  Empirical Research Methods  May test out—see advisor
RMS 4940  Structural Foundations of Research in Social Sciences
RMS 4941  Introduction to Qualitative Research  May test out—see advisor

Intermediate Level  minimum 8-9 credits

RMS 4945  Community-Based Research  4
RMS 4947  Arts-Based Research  3
RMS 4946  Advanced Qualitative Research  4
RMS 4921  Psychometric Theory  3
RMS 4932  Meta-Analysis Social Science Research  3
RMS 4931  Survey and Design Analysis  3
RMS 4911  Correlation and Regression
or PSYC 4300  Correlation and Regression

RMS 4912  Analysis of Variance
or PSYC 4330  Analysis of Variance
RMS 4959  Topics in Research Design  1-5
SOWK 5405  Qualitative Data Analysis  4
STAT 4680  Sampling Theory & Application  4
STAT 4810  Nonparametric Statistics  
Advanced Level  minimum  
RMS 4929  Topics in Psychometrics  credits 1-3  
RMS 4914  Structural Equation Modeling  5  
RMS 4913  Multivariate Analysis  5  
RMS 4919  Topics in Statistics  1-5  
RMS 4915  Hierarchical Linear Modeling  4  
Program Requirement  Minimum  

Select from these courses or other research courses approved by your program advisor.  
CUI 4050  Curriculum & Instr Rsrch Sem  0-3  
CUI 5994  Seminar in Dissertation Organization and Research  1-5  

F. Cognate (minimum 18 credits)  
A cognate in Curriculum and Instruction should add to your breadth and depth of knowledge in education. A well designed cognate is organized around a student’s professional interests and will add a unique academic and professional quality to your Curriculum and Instruction degree.  

G. Dissertation (minimum 10 credits)  
CUI 5995  Dissertation Research  1-10  

H. Electives  
Minimum Number of Credits Required  2-16  
90  

A minimum of 90 credit hours is required beyond the earned master’s degree. No credit hours from the earned master’s degree can be transferred into the PhD.  

Non-coursework Requirements  
• Online portfolio  
• Doctoral Comprehensive Examination  
• Dissertation  
• Oral Defense  

Doctor of Philosophy in Curriculum and Instruction with a Concentration in Mathematics Education  

Degree Requirements  

Coursework requirements  

A. Curriculum (minimum 9 credits)  
CUI 4020  Introduction to Curriculum (Required)  
CUI 4021  Models of Curriculum (Required)  
Choose additional credits from the following courses:  
CUI 4022  Curriculum Theory into Practice  
CUI 4027  Implementing Curriculum: A Practicum  
CUI 4034  Curriculum & Cultural Context (CUI 4034 may be taken to fulfill “Curriculum” or “Diversity”)  
CUI 4161  Ethnicity, Gender & Diversity in the Curriculum (CUI 4161 may be taken to fulfill “Curriculum” or “Diversity”)  
CUI 4170  Engaging Learners through the Arts (CUI 4170 may be taken to fulfill “Curriculum” or “Instruction”)  
CUI 4402  Curriculum for Gifted Learners  
CUI 5991  PhD Independent Study (Advanced Topics in Curriculum)  

B. Instruction (minimum 9 credits)  
Choose credits from the following courses:  
CUI 4031  Teaching and Learning
CUI 3995  Urban Education
CUI 4028  Literacy Instruction and Assessment
CUI 4029  Issues in Literacy
CUI 4032  Analysis of Teaching
CUI 4033  The Practice of Teaching
CUI 4035  Urban Education: Problems and Perspectives
CUI 4038  Urban Youth Development
CUI 4042  Instructional Design & Web Development for Educators
CUI 4155  Special Topics (Spirituality in Education and Psychology)
CUI 4159  Educating Multiethnic Populations (CUI 4159 may be taken to fulfill “Curriculum” or “Diversity”)
CUI 4170  Engaging Learners through the Arts (CUI 4170 may be taken to fulfill “Curriculum” or “Instruction”)
CUI 4403  Instructional Strategies for Gifted Learners
CUI 4532  Culturally Responsive Pedagogy (CUI 4532 may be taken to fulfill “Instruction” or “Diversity”)
CUI 4870  Education in International Settings

C. Diversity (minimum 6 credits)

Choose from the following courses:

CUI 4034  Curriculum & Cultural Context (CUI 4034 may be taken to fulfill “Curriculum” or “Diversity”)
CUI 4055  Human Rights & Education
CUI 4159  Educating Multiethnic Populations (CUI 4159 may be taken to fulfill “Instruction” or “Diversity”)
CUI 4160  Race, Class and Gender in Education
CUI 4161  Ethnicity, Gender & Diversity in the Curriculum (CUI 4161 may be taken to fulfill “Curriculum” or “Diversity”)
CUI 4532  Culturally Responsive Pedagogy (CUI 4532 may be taken to fulfill “Instruction” or “Diversity”)

Additional diversity courses may be found in the Higher Education Program.

D. Foundations (minimum 6 credits)

Choose from the following courses:

CUI 4100  Sociocultural Foundation of Education
CUI 4130  Philosophy of Education
CUI 4155  Special Topics (Spirituality in Education and Psychology, CUI 4155 may be taken to fulfill “Instruction” or “Foundations”)
CUI 4172  Aesthetic Foundation in Education
CUI 4180  History of Education in the United States
CUI 4034  Curriculum & Cultural Context
CFSP 4311  Child Development
CUI 4408  Creativity: Theory & Practice
CUI 4410  Prog Dev/Ldrshp/Comm Gifted Ed
ADMN 4822  Leadership in Complex Systems
ADMN 4819  Organization Theory & Behavior

E. Research (19-33)

Introductory Level

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Minimum Credits</th>
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<tbody>
<tr>
<td>RMS 4910</td>
<td>Introductory Statistics ¹</td>
<td>3-14</td>
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<tr>
<td>RMS 4930</td>
<td>Empirical Research Methods ¹</td>
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<tr>
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<td>Structural Foundations of Research in Social Sciences</td>
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<tr>
<td>RMS 4941</td>
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Intermediate Level

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<td>RMS 4945</td>
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¹ May test out; see advisor
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<tr>
<td>RMS 4921</td>
<td>Psychometric Theory</td>
<td>3</td>
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<td>RMS 4932</td>
<td>Meta-Analysis Social Science Research</td>
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<td>RMS 4931</td>
<td>Survey and Design Analysis</td>
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<td>RMS 4911</td>
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<td>RMS 4912</td>
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<td>STAT 4810</td>
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### Advanced Level

*Minimum 3-5 credits*

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<tbody>
<tr>
<td>RMS 4929</td>
<td>Topics in Psychometrics</td>
<td>1-3</td>
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<td>RMS 4914</td>
<td>Structural Equation Modeling</td>
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<td>RMS 4913</td>
<td>Multivariate Analysis</td>
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<td>RMS 4915</td>
<td>Hierarchical Linear Modeling</td>
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### Program Requirement

*Minimum 5 credits*

Select from these courses or other research courses approved by your program advisor.

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<tr>
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<tr>
<td>CUI 4050</td>
<td>Curriculum &amp; Instr Rsrch Sem</td>
<td>0-3</td>
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<tr>
<td>CUI 5994</td>
<td>Seminar in Dissertation Organization and Research</td>
<td>1-5</td>
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### F. Cognate (minimum 18 credits)

A cognate in Curriculum and Instruction should add to your breadth and depth of knowledge in education. A well designed cognate is organized around a student's professional interests and will add a unique academic and professional quality to your Curriculum and Instruction degree.

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<tbody>
<tr>
<td>CUI 4600</td>
<td>History and Philosophy in Mathematics Education</td>
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<td>CUI 4610</td>
<td>Learning and Teaching of Mathematics</td>
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<tr>
<td>CUI 4630</td>
<td>Learning Mathematics: Early Childhood</td>
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<tr>
<td>CUI 4640</td>
<td>Improving Elementary Math Instruction</td>
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<tr>
<td>CUI 4720</td>
<td>Discourse in the Mathematics Classroom</td>
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<tr>
<td>CUI 4730</td>
<td>Mathematics and Instructional Technology</td>
</tr>
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<td>CUI 4620</td>
<td>Research on Diversity, Equity, and Social Justice in Mathematics Education</td>
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<tr>
<td>CUI 4790</td>
<td>Seminar on Race in Mathematics Education</td>
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<td>CUI 4700</td>
<td>Foundations of Education: Cognitive Theory I</td>
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<tr>
<td>CUI 4710</td>
<td>Foundations of Education: Cognitive Theory II</td>
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<td>CUI 4740</td>
<td>Policy and Mathematics Education</td>
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### G. Dissertation (minimum 10 credits)

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<th>Credits</th>
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<tbody>
<tr>
<td>CUI 5995</td>
<td>Dissertation Research</td>
<td>1-10</td>
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### H. Electives

*2-16 credits*

### Minimum Number of Credits Required

A minimum of 90 credit hours is required beyond the earned master's degree. No credit hours from the earned master’s degree can be transferred into the PhD.

**Non-coursework Requirements**

- Online portfolio
- Doctoral Comprehensive Examination
- Dissertation
Curriculum and Instruction Courses

CUI 3055 Human Rights & Education (3 Credits)
Emphasis on human rights, both domestic and international, for the field of education; study of writings and research of leading educators encompassing concepts of human rights; focus on educational issues involving human rights, the Right of the Child, work of UNICEF, and implications of human rights for educational practice. Cross listed with CUI 4055.

CUI 3801 Current Issues in K-12 Education (3 Credits)
This course introduces prospective K-12 educators to the contemporary social, political, pedagogical and curricular context of schooling. Major areas of analysis and discussion will include: gender, social class, cultural competency, linguistically diverse education, funding, sexual orientation, educational policy, and diversity. The course will attempt a critical, reflective, and balanced view of schooling for the purpose of helping students develop the ability to interpret and respond to the challenges associated with teaching in modern schools. Coursework will be paired with a service-learning field experience in an urban educational setting characterized as linguistically and culturally diverse.

CUI 3802 Teacher Identity (3 Credits)
The most effective teachers combine the outer technical aspects of teaching (lesson plans, differentiated instruction, culturally responsive pedagogy, and content knowledge) with the inner non-technical elements (passion, heart, beliefs, and calling). In this course we examine the "inner-life" of the teacher with an emphasis on how understanding the themes of teacher selfhood impact the technical aspects of teaching. Key questions to examine include the following: How do the gifts, talents, and inner capacities of the teacher impact and influence communication and learning in the classroom; why do I teach; what will continue to fuel my passion for teaching; and what vision of the future do I hold for schools? Students should expect to complete 10-20 hours per week of service learning in area education settings.

CUI 3990 Service Learning in Community (1-4 Credits)
This course provides students with the opportunity to serve in the community and to reflect on their service experiences in a classroom setting through structured and meaningful reflection sessions. Students will examine a variety of topics, including the nature and significance of service-learning, motives for service, community action as a means for positive social change, and the relationship between service-learning, social justice, and civic responsibility. Cross-listed with AH 3580, SS 3580.

CUI 3991 Independent Study (1-10 Credits)

CUI 3992 Directed Study (1-10 Credits)

CUI 3995 Urban Education (5 Credits)
Historical, political and sociological influences that shape and socially construct urban schools. Characteristics, opportunities, and needs of students in urban schools and examples of current effective practice.

CUI 3996 Urban Youth Development (5 Credits)
This course examines urban youth development from several perspectives, including the social-psychological, the cognitive/creative, the physical and health-related, and the philosophical. Cross listed with CUI 3996.

CUI 4020 Introduction to Curriculum (3 Credits)
Introduces curriculum theory and curriculum as a field of study; includes study of issues such as standards, cognition, diversity, ecology, and social justice, among others.

CUI 4021 Models of Curriculum (3 Credits)
Reflects on ways various curriculum orientations may resolve modern issues or problems, with students’ independent pursuit of one or two orientations in depth; orientations examined include cognitive pluralism, developmentalism, rational humanism and reconceptualism, among others. Recommended prerequisite: CUI 4020.

CUI 4022 Curriculum Theory into Practice (3 Credits)
Helps students move from theoretical concepts and decisions involved in curriculum development to actual construction of curricula; survey of potential components encompassed in a variety of curricula followed by participation in designing a curriculum as a member of a student team; final facet requires students to develop a curriculum. Prerequisites: CUI 4020 and 4021 or instructor's permission.

CUI 4027 Implementing Curriculum: A Practicum (3 Credits)
Opportunity to experience authentic role of curriculum on site; work at the Denver Zoo, the Denver Museum of Nature and Science, other museums and school sites; to develop and implement curriculum.

CUI 4028 Literacy Instruction and Assessment (3 Credits)
Organized around a developmental continuum for literacy acquisition. Addresses best research-based practices that allow teachers to assess students’ abilities and to select appropriate instructional strategies leading to communicative competence for all children.

CUI 4029 Issues in Literacy (3 Credits)
Prepares educators to participate thoughtfully and critically in often-contentious discourse about literacy. Examines the research base that supports sound policy and practice regarding literacy instruction for all children.
CUI 4031 Teaching and Learning (3 Credits)
Takes a disciplinary approach (e.g., sociological, historical, philosophical, and anthropological) to the analysis of teaching and learning environments in response to broad questions such as: What are effective teaching and learning environments? For whom and under what circumstances? How can we create such environments?

CUI 4032 Analysis of Teaching (3 Credits)
Provides a systematic introduction to the research base that characterizes effective practice and to the array of research methods that can be employed to study teaching and teacher development.

CUI 4033 The Practice of Teaching (3 Credits)
Course explores personal, conceptual, and empirical understandings of "teaching practice." Topics addressed have included: metaphors for teaching practice, best practices for equity and social justice, professional development practices.

CUI 4034 Curriculum & Cultural Context (3 Credits)
This course will address the influence of cultural, political, sociological, and economic factors on curriculum at the instructional, situational, societal, and ideological levels. Students should be interested and willing to explore these issues through readings and discussion. We will be exploring various perspectives, including our own, which inform the discussion on this critical area of education.

CUI 4035 Urban Education: Problems and Perspectives (3,4 Credits)
Focuses on the complex problems and unique possibilities that face teachers in culturally diverse urban schools. Students will consider both theoretical perspectives and practical, applied approaches as they explore the family, community and school environments, as well as their relationships to the academic success of children and youth in urban schools.

CUI 4036 Urban Education: History, Practice, and Systems (3 Credits)
This course examines urban education from several perspectives, including the social-psychological, the cognitive/creative, the physical and health-related, and the philosophical. We will explore the emerging field of youth development in an urban context, integrate theory and practice, and analyze youth policies and their implications. Cross listed with CUI 3996.

CUI 4037 Transformational Teaching and Learning (3 Credits)
This course takes an exploratory approach to the analysis of transformation teaching and learning. It asks questions such as “What are effective teaching and learning environments?” “For whom and under what circumstances?” “How can we create such environments?” We will explore how patterns of activities in the classroom can be designed to achieve simultaneously all of the major goals of educational reform. The term classroom is not restricted to the physical classroom space but “classroom” in the sense of the organized instructional activities that can extend outside of the school building into the community.

CUI 4038 Urban Youth Development (3 Credits)
A look into school reform movements, why most fail and only a few succeed.

CUI 4039 Instructional Design & Web Development for Educators (3 Credits)
Introduces presentation software, basic HTML, and web page development software. Focuses on various Learning, Instructional Design, and Learning Style Theories and how they relate to the development of technology supported pedagogy. Students will create individualized instructional web pages for use in practice.

CUI 4040 Development of Technology Enhanced Educational Environments (3 Credits)
Utilizing emerging Learning Theories and complex Instructional Design Theories, students will move into advanced educational web page development including designing with style sheets and layers. Several customized technology mediated lessons or professional projects will be created for use in practice. Various tools, designed to enhance learning environments, will be explored.

CUI 4041 School and Curricular Reform (3 Credits)
Under the supervision of the professor, students will generate technological applications relevant to their own work settings using ideas and concepts learned in CUI 4040.

CUI 4042 Technology Leadership (3 Credits)
Explores the role of ethics, values, social, legal, and power issues associated with technology in education. Analyzes how technology is transforming learning, equitable distribution of information, and the implications for providing optimal education to diverse learning populations.

CUI 4043 Curriculum & Instr Rsch Sem (0-3 Credits)
Students write proposals and learn about current relevant research in curriculum. Students learn about the proposal and dissertation process as well as current research in curriculum.

CUI 4044 Human Rights & Education (3 Credits)
Emphasis on human rights, both domestic and international, for the field of education; study of writings and research of leading educators encompassing concepts of human rights; focus on educational issues involving human rights, the Rights of the Child, work of UNICEF, and implications of human rights for educational practice. Cross listed with CUI 3055.

CUI 4045 Teacher as Researcher (3 Credits)
Emerging philosophical and methodological issues that arise when school practitioners undertake research within their own sites; range of research traditions including quantitative, statistical research and qualitative methodologies; mastering relevant skills and accessing resources for students to be better prepared to conduct their own inquiries and understand and solve problems.

CUI 4046 Clinical Internship (1-9 Credits)
CUI 4100 Sociocultural Foundation of Education (3 Credits)
Examination of the expanded conceptions of diversity to include difference based on ethnicity, biethnicity, and multiethnic identity; social class, differently-abled, age, gender, and sexual orientation; implications of terrorism on America for ethnically diverse populations in our schools and on educational establishments around the world; attention to the interactions of ethnicity with social class and gender identifications in the school setting; implications of the learning of another language as well as the impact of language diversity in our schools; consideration of new conceptual frameworks for multicultural and diversity education for educators for the 21st century.

CUI 4130 Philosophy of Education (3 Credits)
Focuses on 3-4 philosophers and examines the contributions their philosophical ideas have on education. Philosophers studied have included John Dewey, Cornel West, Nel Noddings and Maxine Greene.

CUI 4150 Sociology of Education (3 Credits)
Sociology of education emphasizes the importance of the process of socialization on education, the interactions of ethnicity, gender, and social class in education, the formal roles and statuses within the bureaucracy of the school, the informal or "hidden" curriculum, the system of higher education and comparative views of educational systems around the world, and the impact on teaching and schools in an era of terrorism. Objectives of this course: to apply major concepts and theories in sociology to the institution of education; to interpret the applications of sociological theory to the school and the broader educational enterprise; and for personal expansion of philosophy and worldview through humanistic and social science perspectives.

CUI 4153 Practicum: Curriculum and Instruction (1-5 Credits)
Designed to fit the educational needs of the individual student who may choose from a wide variety of practicum (internship) experiences, including teaching, curriculum development, museum internships or research projects in curriculum and instruction.

CUI 4155 Special Topics (1-10 Credits)
Special topics in the field of education.

CUI 4159 Educating Multiethnic Populations (3 Credits)
Emphasizing a worldwide view in considering how education should be delivered to children and youth for life in the 21st century, especially since the World Trade Center Disaster of September, 2001. It is incumbent on those in teaching to find creative policies for working together with those in government and business, strategies that acknowledge our human diversity within and overall context of equality and peacefulness. This begins with raising social justice issues in the classroom in ways that encourage students to openly examine difficult and personally challenging materials, facilitating communication and understanding between members of diverse and unequal social groups.

CUI 4160 Race, Class and Gender in Education (3 Credits)
Ethnicity, Class & Gender in Education applies the concepts and theories of social science disciplines - sociology, social psychology, anthropology, historical perspectives and philosophical orientations - to the inclusive examination of the issues of racism, classism, sexism, and homophobia in education. This course seeks to conceptualize ethnicity, gender and social class as interactive systems, not as separate and independent variables, that impact students, teachers, school systems and the educational enterprise. We examine educational systems and practices that historically have disadvantaged women and peoples of color and discuss strategies and techniques for empowerment of the members of these groups.

CUI 4161 Ethnicity, Gender & Diversity in the Curriculum (3 Credits)
The focus of this course is to examine and explore the complexities of teaching in contemporary educational settings in which the forces of sexism, racism and classism are found. In our society where wide diversity characterizes our student population, it has become an imperative to recognize difference and relate effective teaching to these conditions. Major trends and influences that are impacting the school curriculum are explored.

CUI 4170 Engaging Learners through the Arts (3-5 Credits)
This seven day institute is designed to engage participants in a challenging exploration of the creative process through workshops with professional artists in the disciplines of dance, visual arts, creative writing, music, and theatre, and to provide a greater understanding of the theory and practical applications of school reform.

CUI 4171 The Arts in Education: Stage II (3-5 Credits)

CUI 4172 Aesthetic Foundation in Education (3 Credits)
Educational enterprise from aesthetic viewpoints; examination of a number of aesthetic theories and exploration of implications for curriculum, teaching, and evaluation.

CUI 4180 History of Education in the United States (3 Credits)
Traces historical context and development of K-12 schools in the United States from initial discovery of North and South America by Europeans to the present; understanding through examination of central issues that strongly influenced our current educational systems - evolution of schools, religion, social and political reform, women's issues, nationalism and ethnicity, industrialization of the nation and world.

CUI 4400 Nature and Needs of Gifted Learners (3 Credits)
This course is designed to provide participants with an understanding of 1) conceptual foundations and definitions of giftedness, 2) how intelligence, creativity, and non-intelligence factors are related to giftedness, 3) the nature, development, types, and needs of gifted individuals, 4) principles and issues in the identification of gifted individuals, and 5) the major issues and tensions in the education of gifted and talented individuals. Lectures, discussions, and other class activities and assigned readings and projects will include topics such as the history and nature of the giftedness construct; theories of intelligence and creativity and their relationship to conceptions of giftedness; types of giftedness; the diversity of gifted individuals and their personal and educational needs; the role of identification in the education and development of gifted children and youth; and purposes and perspectives in gifted education.
CUI 4401 Psychological Aspects of Giftedness (3 Credits)
The psychological development of gifted children is examined through a study of current theories, models, research, and case histories. Understanding of psychological development creates a foundation for applications and practices that nurture the psycho-social-emotional development of gifted individuals. Specific topics include the psychological nature and needs of the gifted; perfectionism, stress, and underachievement; special issues for gifted boys and gifted girls; highly gifted; and pertinent theories of psychological development. Emphasis is placed on synthesis of theories and application to specific situations.

CUI 4402 Curriculum for Gifted Learners (3 Credits)
This course is designed to provide participants with an understanding of the conceptual foundations in the design and development of curriculum for gifted and talented students. Includes theories, models and processes for curriculum modification and curriculum design; strategies for adapting educational content, process, product, and learning environment based on the educational characteristics and needs of gifted learners; and curriculum design and development approaches that are effective in the intellectual and personal growth of gifted and talented learners. Content in this course is aligned with appropriate instructional strategies and techniques recommended for use with gifted and talented learners. Lectures, discussions, class activities, assigned reading and projects include topics such as a general overview of curricular principles and perspectives; critical analysis of general curriculum; issues of diversity in curriculum development and modification including cultural congruence; recommended models of curriculum development for gifted and talented learners; and national trends in gifted education.

CUI 4403 Instructional Strategies for Gifted Learners (3 Credits)
This course provides a basic understanding of how to adapt curriculum for gifted learners through various instructional strategies. Strategies studied include: acceleration, enrichment, differentiation, compacting, grouping, independent study, and service learning. By selecting instructional strategies based on assessed learner needs, educators can reach many types of gifted learners in their classrooms including gifted students of poverty and gifted learners of cultural and ethnic diversity. The objectives of this class are that participants: know about and be able to define instructional strategies that meet assessed academic and affective needs of gifted learners and be able to adapt curriculum for gifted learners using learned instructional strategies.

CUI 4404 Twice-Exceptional Students (3 Credits)
The purpose of this course is to acquaint the student with the various areas of exceptionalities typically encountered with gifted students and to provide classroom related techniques to assist the teacher in identifying and working with twice-exceptional children in an effective manner. Environmental, behavioral, motivational, emotional and educational needs are addressed. Legal responsibilities, parent communication and staff development will be emphasized.

CUI 4405 Practicum in Gifted Education (1-3 Credits)
Students wishing to earn credit for the Practicum in Gifted Education must complete an experience in three of the five areas (Teaching, Assessment, Administration, Research, or Policy). Students must submit a Practicum Proposal outlining the intended practicum experiences. This Proposal must be approved by the practicum faculty supervisor when the practicum experiences are begun.

CUI 4407 Current Issues in Gifted Education: Identification (3 Credits)
This course focuses on the screening and selecting of gifted and talented students. It is designed for practicing professionals - teachers, counselors, psychologists, and administrators - who must make decisions about the identification and serving of gifted and talented students. Course uses multiple assessments, both quantitative and qualitative, to identify gifted students within an increasingly diverse population (including culturally- and ethically-diverse, high-potential, linguistically-different students with unique affective needs as well as high-potential economically-disadvantaged students). Students will use data to diagnose educational needs, prescribe appropriate educational strategies and to incorporate appropriate identification strategies for identifying gifted and talented students. Legal responsibilities and parent communication as well as staff development are emphasized. Students are required to develop an identification model based on relevant theory and current practices to be used in their particular setting.

CUI 4408 Creativity: Theory & Practice (3 Credits)
The essence of innovation is creativity, in thought, process and outcome. Classic and current theories provide a foundation for analysis of the concept of creativity. This course is designed to provide participants with an understanding of 1) the conceptual foundations and definitions of creativity; 2) how intelligence, creativity, and non-intellective factors are related to the constructs of giftedness; 3) documented brain research underlying exceptional cognition and/or creativity; 4) principles and issues in the identification and appropriate programming for creative individuals; and 5) the multiple perspectives and manifestations of creativity. Salon discussion groups, lectures, class activities and assigned readings and projects focus on the history and nature of the construct of creativity, theories of creativity, the role of innovation and transformation, assessment and measurement tools, environmental support of the creative process and creativity, and teaching and learning applications.

CUI 4410 Prog Dev/Ldrshp/Comm Gifted Ed (3 Credits)
This course emphasizes the concepts and practices involved in development and management of school- and district-based programs for the special education of gifted and talented children and youth. The course leads to in-depth understanding of program components and systems, program planning and evaluation, program leadership, advocacy in gifted education, and communications. In addition, emphasis is placed on planning and development of staff development in relation to gifted children. This course includes extensive in-class discussion and field applications.

CUI 4411 Wkshp: Gifted & Talented Educ (2-3 Credits)
This course is designed to provide participants with an overview of the education of gifted and talented students. Areas of focus within the course include definitions of gifted and talented students, characteristics, educational and psycho/social needs, common identification methods and concepts and common practices in curriculum and instructional differentiation.

CUI 4417 Independent Study: Gifted Educ (1-3 Credits)

CUI 4450 Education and Psychology of Exceptional Children (3 Credits)
Characteristics of students with moderate needs and state criteria used to determine eligibility for special education population.
CUI 4451 Teaching the Exceptional Child (3 Credits)
This course provides a broad overview of the field of exceptionality and special education. Included are discussions of current issues and controversies in the field, characteristics, classification, diagnosis, and educational interventions for early childhood and school-aged children with high-incidence and low-incidence disabilities who have exceptional education needs. This course also explores the characteristics of students with various disabilities, the history of Special Education, The Individuals with Disabilities Education Act (IDEA) and its current implications, the Response to Intervention Model (RtI) and the Individualized Education Plan (IEP). Prerequisite: CUI 4450.

CUI 4452 Low Incidence Disabilities and Behavior Intervention (3 Credits)
This course reviews a wide range of neurodevelopmental disorders and low-incidence disabilities including fragile X syndrome and Fetal Alcohol Syndrome, along with syndromes associated with chromosomal deletions. Implications for assessment and intervention are outlined including diagnostic criteria, prevalence and treatment. Research on identification and treatment including state of the art interventions and assistive technology are addressed. This class also addresses theories, research, effective practices, and background information needed to implement successful behavior intervention programs for whole classroom management and for students identified with behavioral needs. Prerequisites: TEP 4010 and CUI 4451.

CUI 4453 Curriculum Adaptations and Assessments for Children with Disabilities (3 Credits)
This course applies theories, research, effective practices, and background information for assessment for students with disabilities, monitoring student academic progress, and transition planning for students exiting K-12 schools.

CUI 4455 Assessment of Students with Special Needs (3 Credits)
Theories, research, effective practices and background information needed to develop, implement, analyze, and apply assessment data for mild/moderate-needs students.

CUI 4457 Behavior Intervention (3 Credits)
Theories, research, effective practices, and background information needed to implement successful behavior intervention programs for mild/moderate-needs students.

CUI 4459 Curriculum, Collaboration, and Transitions in K-12 Schools (3 Credits)
Knowledge, techniques to develop independent skills for K-12 moderate/mild-needs students and transitions across grade levels.

CUI 4500 Elementary Literacy: Theory and Practice I (1-3 Credits)
This course provides an introduction and overview to the many components that make up a quality balanced literacy program. During the course students will analyze current research and theory in reading and writing instruction. This course will use students' classroom placements to create a foundational understanding on which to build solid literacy philosophy as well as instructional ideas and strategies.

CUI 4501 Elementary Literacy: Theory and Practice II (1-3 Credits)
This course is an extension of Elementary Literacy I and concentrates on the continued development of theories and practical strategies for teaching literacy in diverse classrooms. This course will supply K-6 teachers with the skills to assess student abilities, select appropriate instructional strategies, and design effective instructional programs that lead to increased listening, speaking, reading and writing achievement of all children.

CUI 4502 Elementary Science and Social Studies Methods for Cultural Linguistic Diversity (3-4 Credits)
This course will enable students to develop a deeper understanding of science and social studies content and curriculum in the elementary classroom. Students will explore a range of instructional materials and develop teaching strategies with the guidance of state content standards and research on effective classroom instruction for culturally and linguistically diverse students. This course will revolve around discussion of key questions in the following eight areas: The Role of Social Studies and Science; Instruction; Standards; Content Knowledge; Curriculum Integration; Technology; Culturally Responsive Pedagogy; Sheltered Instruction.

CUI 4503 Elementary Math Methods for Cultural Linguistic Diversity (3,4 Credits)
This course will prepare pre-service elementary teachers to engage students in mathematical learning activities guided by Colorado State Mathematics Content Standards and research. Pre-service teachers will develop an understanding of how students in the elementary grades construct meaning through active engagement in purposeful activities. In addition, students will develop an understanding of infusing best practice for culturally and linguistically diverse students into the math curriculum in terms of culturally relevant pedagogy and sheltered instruction. This course will revolve around the discussion of key questions in the following seven areas: Content Standards; Instruction; Assessment; Differentiated Instruction; Technology; Culturally Responsive Pedagogy; and Sheltered Instruction.

CUI 4504 Elementary Math, Science, and Social Studies Methods Cultural Linguistic Diversity (3 Credits)
This course prepares students to develop a deeper understanding of math, science, and social studies content and curriculum in the elementary classroom as guided by Colorado Model Content Standards and research on effective sheltered content instruction for culturally and linguistically diverse students, and differentiated instruction for diverse learners.

CUI 4505 Mathematics for Secondary Teachers (2,3 Credits)
In this class, prospective secondary teachers study fundamental mathematical ideas typically taught at the secondary level. Students learn about the five fraction sub-constructs and solve problems in all five areas. In addition, students study ideas that are fundamental to understand algebra. For instance, students learn how to build rules to represent functions. Finally, students learn about inquiry-based approaches to teaching that they can use in their secondary classrooms with their students.

CUI 4506 Mathematics for Elementary School Teachers I (2,3 Credits)
In this class, prospective elementary school teachers experience an in-depth look at the representations of rational numbers, including base-ten and decimal numbers, integers, fractions, and arithmetic operations on these sets. Problem solving is emphasized throughout. Students also learn about inquiry-based approaches to teaching that they can use in their classrooms with their students.
CUI 4507 Mathematics for Elementary School Teachers II (3 Credits)
In this class, prospective elementary school teachers study fundamental mathematical ideas typically taught in grades 5-8. Students learn about visualization and its importance in geometry. Students study geometric shapes and solve a variety of problems involving geometric shapes. In addition, students learn some fundamental ideas of measurement and study length, area, volume, dimension, error and precision. Students also solve problems involving area, learn about solid shapes, and solve volume and surface area problems. Finally, students learn about inquiry-based approaches to teaching that they can use in their classrooms with their students. Prerequisite: CUI 4506.

CUI 4508 Mathematics for Elementary School Teachers III (3 Credits)
In this class, prospective elementary school teachers study fundamental mathematical ideas typically taught in grades 5-8. Students learn about visualization and its importance in geometry. Students study geometric shapes and solve a variety of problems involving geometric shapes. In addition, students learn some fundamental ideas of measurement and study length, area, volume, dimension, error and precision. Students also solve problems involving area, learn about solid shapes, and solve volume and surface area problems. Finally, students learn about inquiry-based approaches to teaching that they can use in their classrooms with their students. Prerequisites: CUI 4506 and CUI 4507 or their equivalent courses.

CUI 4510 Adolescent Literacy (3 Credits)
This course provides secondary teacher candidates an understanding of the essential elements of adolescent literacy. Students learn how literacy develops in reading, writing, and oral language and will be able to relate this information to teaching reading and writing in all content areas for both middle school and high school students.

CUI 4511 Secondary Literacy: Reading and Writing Across Content Areas (1-6 Credits)
Students learn how literacy develops in reading, writing, and oral language and will be able to relate this information to teaching reading and writing in all content areas for both middle school and high school students. This course addresses specific strategies for assessing adolescent’s literacy skills/abilities and design appropriate literacy instruction in all content areas.

CUI 4520 Urban Education I: Diversity and Social Justice (1 Credit)
This class will address questions about multicultural and social diversity in the classrooms, curricular and pedagogical theories and practices, access and equity, and the politics of education.

CUI 4521 Urban Education II: School, Student, Family and Community Influences on Student Learning (2-4 Credits)
This course will consider how teachers are able to foster meaningful connections between the educational goals of the schools and the personal and cultural experiences of young people. Students will study the child in relation to family, school, and community, as well as the relationships between teacher and pupil. We will emphasize the cultural complexity of an urban society and pay special attention to ways that curriculum, language, and literacy affect school success.

CUI 4522 Urban Education III: Sources of Pressures and Possibilities in High Poverty Schools (2,3 Credits)
This course will focus on the sources of problems in high poverty schools and examine educational reform efforts that attempt to transform high poverty schools and classrooms.

CUI 4527 Supporting English Language Learners and Students with Special Needs Across Content Areas (3 Credits)
This course evaluates similarities and differences in theory, methods, approaches, and techniques in meeting the needs of diverse learners including English Language Learners, special needs, and/or gifted. Differentiated instruction, Sheltered instruction, and Response to Intervention (RTI) are key methodologies in meeting needs of diverse learners.

CUI 4529 Foundations of Education for Linguistically Diverse Learners (3 Credits)
This course will examine the essential knowledge and orientations educators must possess to effectively meet the needs of culturally and linguistically diverse (CLD) learners through the analysis of historical, political, ethical, and legal foundations of language education in the United States. This course will explore the immigrant experience and the experience of CLD learners in schools in order to understand how the psychosocial aspects of the immigrant experience can impact second language learning.

CUI 4530 Second Language Acquisition (1-3 Credits)
CUI 4531 Supporting English Language Learners Across the Curriculum (3,4 Credits)
This course will evaluate methods, approaches, and techniques in language teaching. This course will also explore classroom strategies and practices for content-area instruction through sheltered instruction, and socio-cultural context of second language acquisition in U. S. public schools including how teachers can support bilingualism, multilingualism, biculturalism, and multiculturalism in the mainstream classroom. Furthermore, this course will explore the needs of special education and gifted culturally and linguistically diverse learners.

CUI 4532 Culturally Responsive Pedagogy (3,4 Credits)
This course examines the intricate web of variables that interact in the effort to create culturally responsive pedagogy. It examines the need and establishes a definition for culturally responsive pedagogy; and includes an examination of one's conception of self and "others;" conception of social relations; and conception of knowledge teaching and learning in a culturally diverse context. Furthermore, it cultivates the practice of culturally responsive teaching as well as explores the reality of implementing cultural responsive pedagogy in an era of standardization. In sum, this course helps practicing teachers acquire the dispositions, cultural knowledge, and competencies to adapt their curriculum and instructional skills for culturally responsive classroom practice.
CUI 4533 Research Issues in the Education of Culturally and Linguistically Diverse Learners (3,4 Credits)
In this course, students will act as teacher-researchers in order to explore issues that impact the achievement of culturally and linguistically diverse learners. This course will allow students to use functional research tools that can inform practice and lead to better teaching and learning in urban schools, and access resources to enable educators to define and address challenges in their teaching. More importantly, classrooms will become sites for educational reform in that, essentially, educators will act as advocates for change.

CUI 4534 Language Teaching Lab (1 Credit)
This course will critically examine elements of best practice for culturally and linguistically diverse learners through formal observations of three exemplary teachers and evaluate their classroom practices, instructional strategies, assessment practices, and communication strategies. This course will apply our conceptual knowledge of first and second language acquisition and our knowledge of the foundations of the English language to critically analyze each classroom context.

CUI 4535 Language in Society and Schools (3,4 Credits)
This course will introduce students to the discipline of sociolinguistics, including ways language and society impact one another, and how this interaction is reflected in schools. The focus of this course will be on current sociolinguistic theory and research on language variation and its social, political, and cultural significance. Topics include bilingualism and multilingualism in society; formal and informal types of language discourse; language and dialect; cross-cultural communication; and ways language both reflects and creates such constructs as power, culture, gender, ethnicity, and social class. In addition, this course will explore language ideology and language policy and planning.

CUI 4536 Linguistic and Cultural Issues in Linking Assessment and Instruction (3-4 Credits)
This course expands the educators’ knowledge of the connection between data-based instruction and assessment. Educators assess student learning by utilizing strategies that provide continuous feedback on the effectiveness of instruction. Educators learn informal and formal assessment practices that promote student learning and achievement. Educators develop knowledge and understanding of initial assessment of culturally and linguistically diverse learners' skills and abilities in order to provide appropriate placement and instruction. Educators utilize native language tests to promote adequate placement/transition of students. This course also helps educators develop a framework to analyze and develop culturally responsive assessment practices in order to improve student achievement. Finally, this course integrates Response to Intervention (RTI) strategies to improve student assessment.

CUI 4537 Seminar & Practicum in LDE (1-6 Credits)
This course is to provide students with the opportunity to merge theory and practice in real classroom situations. This course is organized around two main components. The seminar consists primarily of discussions on connections between theory and practice. The practicum centers on educators’ own respective teaching contexts. Students in this course are required to “log” 200 hours of direct teaching with linguistically diverse learners. Under the supervision of a practicum advisor, students will be evaluated for evidence of mastery of LDES standards.

CUI 4538 Language, Literacy & Culture (3,4 Credits)
Attaining age-appropriate English literacy skills poses many challenges to culturally and linguistically diverse (CLD) learners. Educators must therefore develop proficiency in effective literacy instruction for CLD learners. Effective literacy instruction includes a repertoire of teaching practices designed to scaffold literacy and language across the content areas, and culturally relevant curriculum as an essential component to support the achievement of CLD learners. This course will focus on helping educators gain the necessary skills, orientations, and competencies to advance the literacy of CLD learners through linguistic and cultural knowledge.

CUI 4540 Curriculum, Instruction and Assessment: Theory and Practice I (1-3 Credits)
This is the first quarter of an academic year-long weekly seminar to foster reflective, research-based classroom practice. Teacher candidates will deepen their understanding of teaching and learning in contemporary schools through a guided teaching apprenticeship with a trained mentor teacher, focused observations of a myriad of classrooms, readings, interviews, discussions, critical writing, and presentations.

CUI 4541 Curriculum, Instruction, and Assessment: Theory and Practice II (1-4 Credits)
This is the second quarter of an academic year-long weekly seminar to foster reflective, research-based classroom practice. Teacher candidates will deepen their understanding of teaching and learning in contemporary schools through a guided teaching apprenticeship with a trained mentor teacher, focused observations of a myriad of classrooms, readings, interviews, discussions, critical writing, and presentations.

CUI 4542 Curriculum, Instruction, and Assessment: Theory and Practice III (1-4 Credits)
This is the third and final quarter of an academic year-long weekly seminar to foster reflective, research-based classroom practice. Teacher candidates will deepen their understanding of teaching and learning in contemporary schools through a guided teaching apprenticeship with a trained mentor teacher, focused observations of a myriad of classrooms, readings, interviews, discussions, critical writing, and presentations.

CUI 4543 Educational Psychology: Learning and Development (1-3 Credits)
This course focuses on theories of learning and development, including behaviorism, cognition in context, and sociocultural perspectives, among others, as well as practical application of those theories. Issues of classroom management and student motivation are explored within the context of these theories.

CUI 4544 Ed Psych: Exceptional Child (1-3 Credits)
The focus of this course is on educating children and adolescents with special needs in the general education classroom. The intent is to enable future educators to better serve the needs of these children in their classrooms. Topics such as the special education process, information on specific disabilities, accommodations and modifications, behavior issues, mental health, and communicating with parents will be addressed.
CUI 4545 Perspectives on American Education I (1-3 Credits)
We expect that students will complete this 2-quarter-long class with an appreciation for and commitment to critical reflection, collegiality, ongoing professional growth, and educational reform. Through readings, reflective writing and activities, role-plays, case discussions, community-based field work, visits to a myriad of schools and classrooms, and guest presentations, we expect students to recognize and wrestle with the complexity that characterizes teaching in American society. Four central and recurring themes for this course include: democratic foundations of public schools, apprenticeship of observation, teaching as vocation, and the moral dimensions of teaching.

CUI 4546 Perspectives on American Education II (2 Credits)
We expect the students will complete this 2-quarter-long class with an appreciation for and commitment to critical reflection, collegiality, ongoing professional growth, and educational reform. Through readings, reflective writing and activities, role-plays, case discussions, community-based field work, visits to a myriad of schools and classrooms, and guest presentations, we expect students to recognize and wrestle with the complexity that characterizes teaching in American society. Four central and recurring themes for this course include: democratic foundations of public schools, apprenticeship of observation, teaching as vocation, and the moral dimensions of teaching.

CUI 4590 History and Philosophy in Mathematics Education (3 Credits)
Introduction to the effective integration of history and philosophy of mathematics into mathematics education.

CUI 4610 Learning and Teaching of Mathematics (3 Credits)
Introduction to foundational research literature on learning and teaching in mathematics education.

CUI 4620 Research on Diversity, Equity, and Social Justice in Mathematics Education (3 Credits)
Introduction to research related to issues of diversity, equity, and social justice in P-16 mathematics curriculum, instruction, and assessment.

CUI 4630 Learning Mathematics: Early Childhood (3 Credits)
Development of theories, materials, and methods used to teach mathematics in preschool to grade two and develop abilities in their use.

CUI 4640 Improving Elementary Math Instruction (3 Credits)
Teacher development of elementary mathematical content, pedagogy, curriculum, attitudes and power, and collaboration.

CUI 4640 Foundations of Education: Cognitive Theory I (3 Credits)
Introduction to cognitive research in education. Includes theories and research regarding the implementation of these theories in specific curricula.

CUI 4650 Foundations of Education: Cognitive Theory II (3 Credits)
Second course in cognitive research in education. Includes theories and research regarding the implementation of these theories in specific curricula. Prerequisite: CUI 4700.

CUI 4670 Discourse in the Mathematics Classroom (3 Credits)
The study of discourse as it relates to mathematics teaching and student learning.

CUI 4670 Mathematics and Instructional Technology (3 Credits)
Introduction to the principles of effective use of technology in mathematics instruction.

CUI 4680 Policy and Mathematics Education (3 Credits)
Introduction to educational politics and how those policies have influenced and continue to influence mathematics education.

CUI 4690 Seminar on Race in Mathematics Education (3 Credits)
Seminar course for advanced doctoral students on issues of race and mathematics education in the US.

CUI 4690 Education in International Settings (3 Credits)
Objectives of this course include: viewing education in the 21st century as cross-cultural and international; examining the role of schooling in shaping national identity and citizenship in nation-states around the globe; and identifying promising practices and exemplary curriculum material for teaching cross-cultural perspectives and world awareness.

CUI 4991 MA Independent Study (1-10 Credits)

CUI 4992 Directed Study (1-10 Credits)

CUI 4995 Research - M.A. Thesis (1-10 Credits)

CUI 5991 PhD Independent Study (1-10 Credits)

CUI 5992 Directed Study (1-10 Credits)

CUI 5994 Seminar in Dissertation Organization and Research (1-5 Credits)
Individualized assistance in developing the dissertation topic, issue, problem; guidance in preparation for proposal orals and application to the Institution Review Board (IRB), direction for dissertation chapter organization, writing and completion. This seminar is targeted for the student who needs support in completing the dissertation.

CUI 5995 Dissertation Research (1-10 Credits)

Teacher Ed Prep Courses

TEP 4004 Math Concepts for Teachers (5 Credits)
TEP 4010 Education and Psychology with Special Children (2-4 Credits)
This course serves as the foundation for understanding children with special needs and the laws and policies that support them. Each teacher needs to be responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. This course covers the foundations for learning exceptionalities and conditions that affect the rate and extend of student learning, and will provide strategies for adapting instruction for all learners. This course introduces the classroom teacher's role in implementing an IEP and in working with families. Characteristics of students with various disabilities, the history of Special Education, The Individuals with Disabilities Education Act (IDEA) and its current implications, the Response to Intervention Model (RtI) and the Individualized Education Plan (IEP) are also addressed.

TEP 4012 Adolescent Development Overview (2-4 Credits)

TEP 4561 Elementary Curriculum I (4-6 Credits)
Focuses on teaching and learning in the K-6 classroom and prepares teachers to design and implement effective classroom instruction. Frequently covered topics include: standards-based instruction, approaches to assessment, effective teaching strategies, sound lesson/unit planning, interdisciplinary instruction, individualizing instruction, technology, multicultural curriculum. Prerequisite: enrollment in the Teacher Education Program.

TEP 4562 Elementary Curriculum II (4-6 Credits)
Continuation of TEP 4561. Both must be completed for students planning to teach in elementary schools. Prerequisite: enrollment in the Teacher Education Program.

TEP 4581 Elementary Music Methods (3-6 Credits)
Prepares K-12 music teachers to design and implement effective instruction in the elementary school music classroom. Course introduces full array of sound teaching and assessment strategies for all aspects of music. Prerequisite: enrollment in the Teacher Education Program.

TEP 4582 Secondary Music Methods (3-4 Credits)
Prepares K-12 music teachers to design and implement effective instruction in the secondary school music classroom. Course introduces full array of sound teaching and assessment strategies for all aspects of music instruction. Prerequisite: enrollment in the Teacher Education Program.

TEP 4590 Literacy Instruction (3,4 Credits)
Introduces developmental continuum for literacy. Prepares to assess students’ abilities, to select appropriate instructional strategies and to design effective instructional programs leading to increased listening, speaking, reading and writing competencies for all children. At the elementary level, focuses on balanced approach to literacy instruction. At the secondary level, emphasizes reading and writing in the content areas and assistance of the struggling reader/writer. Prerequisite: enrollment in the Teacher Education Program.

TEP 4600 Introduction to Secondary Methods (3-6 Credits)
Provides general introduction to principles of effective secondary instruction curriculum design and assessment. Frequently covered topics include: design of classroom environments, comparison of different instructional practices, purposes for and approaches to assessment, comparison of middle and high school philosophies, introduction to instructional unit plan development, and theories of instructional approach and design. Course lays a foundation for more specialized subject-matter methods courses. Prerequisite: enrollment in the Teacher Education Program.

TEP 4610 English in Secondary School (3-5 Credits)
Trends and developments in teaching English Language Arts. Frequently covered topics include: standards-based instruction, technology, subject-matter specific approaches to assessment, instruction and curriculum design. Course builds upon foundation laid in Introduction to Secondary Methods. Prerequisite: enrollment in Teacher Education Program.

TEP 4620 Social Science in Secondary School (3-5 Credits)
Trends and developments in teaching Social Science. Frequently covered topics include: standards-based instruction, technology, subject-matter specific approaches to assessment, instruction and curriculum design. Course builds upon foundation laid in Introduction to Secondary Methods. Prerequisite: enrollment in Teacher Education Program.

TEP 4630 Science in Secondary School (3-5 Credits)
Trends and developments in teaching science. Frequently covered topics include: standards-based instruction, technology, subject-matter specific approaches to assessment, instruction and curriculum design. Course builds upon foundation laid in Introduction to Secondary Methods. Prerequisite: enrollment in Teacher Education Program.

TEP 4640 Math in Secondary School (3-5 Credits)
Trends and developments in teaching math. Frequently covered topics include: standards-based instruction, technology, subject-matter specific approaches to assessment, instruction and curriculum design. Course builds upon foundation laid in Introduction to Secondary Methods. Prerequisite: enrollment in the Teacher Education Program.

TEP 4650 Foreign Language Methods in K-12 Schools (3-5 Credits)
Trends and developments in teaching foreign languages in K-12. Course content includes methods and materials of standards-based instruction, classroom and instructional management, assessment strategies, designing lessons using multiple intelligence and differentiated instruction, using technology in instruction, and integration of other content areas in teaching foreign language. Prerequisite: enrollment in Teacher Education Program.

TEP 4690 Field Experience (1-12 Credits)
Involves field experiences, including full-day teaching for 12 weeks in elementary or secondary school classroom and regularly scheduled seminar discussions with supervisor. Prerequisite: enrollment in the Teacher Education Program.
**TEP 4781 Elementary Art Methods (3-6 Credits)**
Prepares K-12 art teachers to design and implement effective instruction in elementary school classrooms. Course introduces full array of sound teaching and assessment strategies for all aspects of art. Prerequisite: enrollment in the Teacher Education Program.

**TEP 4782 Secondary Art Methods (3-4 Credits)**
Prepares K-12 art teachers to design and implement effective instruction in secondary school classrooms. Course introduces full array of sound teaching and assessment strategies for all aspects of art. Prerequisite: enrollment in the Teacher Education Program.

**TEP 4991 Independent Study (1-10 Credits)**

**TEP 4992 Directed Study (1-10 Credits)**

**TEP 4995 Independent Research (1-10 Credits)**

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**Educational Leadership and Policy Studies**

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**Educational Leadership and Policy Studies**

The Educational Leadership and Policy Studies program prepares courageous, visionary and transformative leaders in educational settings at all levels of the education system. To achieve this, we offer intensive and integrated academic and field-based experiences and competency-based learning that develop and support students as they obtain effective leadership competencies. Our national networks and partnerships with the Alliance to Reform Educational Leadership (AREL), University Council of Educational Administration (UCEA), Wallace Foundation, New York City Leadership Academy, Teach for America, Colorado Association of School Executives (CASE) help us to continuously improve our work to prepare transformative educational leaders. Our students focus on leadership, policy studies and research that are relevant and appropriate for meeting tomorrow’s educational challenges. All of our programs engage students in rigorous content, collaborative inquiry, and reflective practice within a tightly connected cohort structure that intentionally builds learning communities and professional networks. We partner with individuals, schools and districts to build leadership capacity and improve educational contexts.

- Lead change in K-12 education as a principal, administrator, researcher or policymaker
- Learn through integrated academic and school-based experiences and projects
- Create learning communities that foster academic achievement and optimal growth and development for all learners
- Focus on leadership, policy studies and research that are relevant and appropriate for meeting tomorrow’s educational challenges

**Certificate in Educational Leadership & Policy Studies with a concentration in Principal Licensure**

The certificate Educational Leadership and Policy Studies with a concentration in Principal Licensure offers two cohort models that lead to recommendation for Colorado Principal Certification: the Ritchie Program for School Leaders (Ritchie) and Executive Leadership for Successful Schools (ELSS). Both models offer competency-based learning that can be individualized to the leadership needs of the aspiring leader and the needs of the school. Both models focus not only on developing the skills and abilities necessary for success as a school leader, but also on developing a strong commitment to core values essential for ethical and responsible leadership.

The certificate consists of four quarters of coursework (begins and ends in June) and requires a minimum of 300 internship hours that are integrated with coursework. The program can be completed as a certificate and/or combined with additional coursework for a master’s degree.

The cohort structure promotes the development of a rich learning community for collaboration and challenge with many different opportunities for interaction and analysis. Each quarter incorporates face-to-face sessions, inquiry projects, self-assessments, various online learning activities including discussion boards and reflection journals, as well as readings to guide instruction and learning.

**Program Accreditation**

Colorado Department of Education (CDE) Approved Educator Preparation Program. Graduates may apply for Colorado Initial Principal License (http://www.cde.state.co.us/cdeprof/Licensure_Prin_req.asp) through the Colorado Department of Education (CDE).

**Master of Arts in Educational Leadership & Policy Studies with a concentration in Principal Licensure**

The MA in Educational Leadership and Policy Studies with a concentration in Principal Licensure is designed to be completed the year following the principal preparation certificate program and offers extended study of educational measurement, social justice, and fiscal leadership. The MA is a total of
45 credit hours - the Educational Leadership and Policy Studies with a concentration in Principal Licensure program (30 or 32 credits) and four additional courses (15 credits). The completion of the MA culminates with the design and execution of an action research project.

Program Accreditation
Colorado Department of Education (CDE) Approved Educator Preparation Program. Graduates may apply for Colorado Initial Principal License (http://www.cde.state.co.us/cdeprof/Licensure_Prin_req.asp) through the Colorado Department of Education (CDE).

Doctor of Education in Educational Leadership & Policy Studies
This 65-credit-hour degree program builds on prior leadership preparation and/or a Master’s degree in a leadership related program and is designed for individuals interested in pursuing advanced leadership and inquiry skills to impact practice. The program consists of two years of coursework beyond the master’s (two courses/quarter; one research and one content course) and the completion of a Doctoral Research Project (DRP). The Doctoral Research Project is independent research regarding a persistent, complex Problem of Practice with a supportive structure of quarterly research seminars. Students have the option of completing a 300 hour Superintendency Internship.

Applicants must hold a Master’s degree in an education-related field, and have completed principal, teacher-leadership, or other leadership preparation.

Program Accreditation
Colorado Department of Education (CDE) Approved Educator Preparation Program. Graduates who have completed the Superintendency Internship may apply for Colorado Initial Administrator (Superintendent) License (http://www.cde.state.co.us/cdeprof/Licensure_Prin_req.asp) through the Colorado Department of Education (CDE).

Doctor of Philosophy in Educational Leadership & Policy Studies
The 90-quarter-credit hour-program beyond a master's degree is designed for individuals interested in acquiring advanced research skills and content expertise. The program consists of the foundational doctoral coursework of the EdD (two courses/quarter; one research and one content course), and a third year of coursework specializing in a research methodology and a specialized focus of study. PhD students complete a traditional dissertation with the option of completing a 300 hour Superintendency Internship.

Program Accreditation
Colorado Department of Education (CDE) Approved Educator Preparation Program. Graduates who have completed the Superintendency Internship may apply for Colorado Initial Administrator (Superintendent) License (http://www.cde.state.co.us/cdeprof/Licensure_Prin_req.asp) through the Colorado Department of Education (CDE).

Certificate in Educational Leadership & Policy Studies with a concentration in Principal Licensure
Certificate Cohort Options for 2014-2015
Denver Public Schools Partner Cohorts – DPS Ritchie Program for School Leaders (Ritchie) & Executive Leadership for Successful Schools (ELSS)
Executive Leadership for Successful Schools (ELSS) – Main Campus Cohort
Executive Leadership for Successful Schools (ELSS) – Aurora Public Schools Cohort
Ritchie Program for School Leaders – Adams County Schools Cohort

CERT Cohort Application requirements
• University of Denver Online Application for Graduate Admission
• One (1) Official Transcript from all colleges and universities attended
• Current Professional Resume
• Essay
• 2 Letters of Recommendation
• $65 Application Fee: The application fee may be paid with a credit card only at the time of submission. The application fee may also be paid on a bank draft or personal check drawn from a U.S. bank.

CERT Cohort Application Deadlines for 2014-2015
• Ritchie and ELSS – DPS Partnership Cohorts – December 6
• ELSS – Campus - April 1
• ELSS – Aurora Public Schools – April 1
• Ritchie – Adams County Schools – April 1
• ELSS - Mountain - ongoing

Master of Arts in Educational Leadership & Policy Studies with a concentration in Principal Licensure

MA Cohort Options for 2014-2015

Denver Public Schools Partner Cohorts – DPS Ritchie Program for School Leaders (Ritchie) & Executive Leadership for Successful Schools (ELSS)

Executive Leadership for Successful Schools (ELSS) – Main Campus Cohort

Executive Leadership for Successful Schools (ELSS) – Aurora Public Schools Cohort

Ritchie Program for School Leaders – Adams County Schools Cohort

MA Cohort Application requirements

• University of Denver Online Application for Graduate Admission
• One (1) Official Transcript from all colleges and universities attended
• Current Professional Resume
• Essay
• 2 Letters of Recommendation
• $65 Application Fee: The application fee may be paid with a credit card only at the time of submission. The application fee may also be paid on a bank draft or personal check drawn from a U.S. bank.

MA Cohort Application Deadlines for 2014-2015

• Ritchie and ELSS – DPS Partnership Cohorts – December 6
• ELSS – Campus - April 1
• ELSS – Aurora Public Schools – April 1
• Ritchie – Adams County Schools – April 1
• ELSS - Mountain - ongoing

Doctor of Education in Educational Leadership & Policy Studies

• University of Denver Online Application for Graduate Admission
• One (1) Official Transcript from all colleges and universities attended
• Current Professional Resume
• Essay
• 2 Letters of Recommendation
• Official GRE Results within five years of date of application
• $65 Application Fee: The application fee may be paid with a credit card only at the time of submission. The application fee may also be paid on a bank draft or personal check drawn from a U.S. bank.

Priority Application Deadline for 2014-2015

• April 1

DOCTOR OF PHILOSOPHY IN EDUCATIONAL LEADERSHIP & POLICY STUDIES

• University of Denver Online Application for Graduate Admission
• One (1) Official Transcript from all colleges and universities attended
• Current Professional Resume
• Essay
• 2 Letters of Recommendation
• Official GRE Results within five years of date of application
• $65 Application Fee: The application fee may be paid with a credit card only at the time of submission. The application fee may also be paid on a bank draft or personal check drawn from a U.S. bank.

Priority Application Deadline for 2014-2015

• April 1
Certificate in Educational Leadership and Policy Studies with a Concentration in Principal Licensure

Certificate Requirements

Ritchie Certificate coursework requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMN 4840</td>
<td>Strategic and Transformative School Leadership</td>
<td>7</td>
</tr>
<tr>
<td>ADMN 4841</td>
<td>Instructional Leadership for Equitable Schools</td>
<td>7</td>
</tr>
<tr>
<td>ADMN 4860</td>
<td>Principal Internship (2 credits each quarter)</td>
<td>2</td>
</tr>
<tr>
<td>ADMN 4860</td>
<td>Principal Internship</td>
<td>2</td>
</tr>
<tr>
<td>ADMN 4860</td>
<td>Principal Internship</td>
<td>2</td>
</tr>
<tr>
<td>ADMN 4842</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>ADMN 4843</td>
<td>(Spring)</td>
<td>5</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>32</td>
</tr>
</tbody>
</table>

ELSS (Aurora, Campus, DPS partnership, Mountain cohorts) Certificate Coursework requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMN 4840</td>
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<td>Instructional Leadership for Equitable Schools</td>
<td>7</td>
</tr>
<tr>
<td>ADMN 4860</td>
<td>Principal Internship (2 credits fall, winter, and spring)</td>
<td>2</td>
</tr>
<tr>
<td>ADMN 4860</td>
<td>Principal Internship</td>
<td>2</td>
</tr>
<tr>
<td>ADMN 4842</td>
<td>(Winter)</td>
<td>5</td>
</tr>
<tr>
<td>ADMN 4843</td>
<td>(Spring)</td>
<td>5</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

The program consists of 4 quarters of coursework (begins and ends in June) and requires a minimum of 300 internship hours that are aligned with coursework.

Minimum number of credits required for degree:

Ritchie Program for School Leaders consists of 32 credit hours

Executive Leadership for Successful Schools consists of 30 credit hours

Non-coursework Requirements

• 300 internship hours

Master of Arts in Educational Leadership and Policy Studies with a Concentration in Principal Licensure

Degree Requirements

Coursework Requirements

Morgridge College of Education Requirements

A. Foundations (Completed in year 2)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>RMS 4900</td>
<td>Education Research and Measurement (Summer)</td>
<td>4</td>
</tr>
<tr>
<td>ADMN 4834</td>
<td>Seminar in Multicultural Issues (Fall)</td>
<td>4</td>
</tr>
</tbody>
</table>

B. Program Requirements (Completed in year 2)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMN 4848</td>
<td>Business Administration for School Leaders (Summer)</td>
<td>3</td>
</tr>
<tr>
<td>ADMN 4849</td>
<td>Action Research for School Leaders (Winter)</td>
<td>4</td>
</tr>
</tbody>
</table>

C. Principal Licensure Requirements (Completed in year 1)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMN 4840</td>
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</tr>
<tr>
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<td>Principal Internship (2 credits fall, winter and spring)</td>
<td>2</td>
</tr>
<tr>
<td>ADMN 4860</td>
<td>Principal Internship</td>
<td>2</td>
</tr>
</tbody>
</table>
Minimum number of credits required for degree:
45 with ELSS program completion
47 with Ritchie program completion

Non-coursework Requirements
- ELSS or Ritchie program completion
- Action research project build upon the principal preparation coursework (30 or 32 credits)

Doctor of Education in Educational Leadership and Policy Studies

Degree Requirements

Coursework Requirements

Program Area Requirements
ADMN 4821  School Reform and Current Educational Issues  3
ADMN 4819  Organization Theory & Behavior  3
ADMN 4827  Foundations of Educational History and Philosophy  3
ADMN 4812  Perspectives in District Administration  3
ADMN 4822  Leadership in Complex Systems  3
ADMN 4836  Improving School Culture  3
ADMN 4820  School Administration: Program and Evaluation  3
ADMN 4844  Cost Benefit Analysis for Educational Systems  4
ADMN 4823  Educational Policy Making in the United States  3
ADMN 4835  Curriculum Instruction and Student Achievement  3
ADMN 4845  Network and Systems Analysis for Educational Settings  4
ADMN 5993  Doctoral Research Seminar (Research and Design)  2

Research Methods Requirements
RMS 4940  Structural Foundations of Research in Social Sciences  3
RMS 4910  Introductory Statistics  1  5
RMS 4920  Educational Measurement  1  3
RMS 4931  Survey and Design Analysis  3
RMS 4941  Introduction to Qualitative Research  1  4

Doctoral Research Project
ADMN 5993  Doctoral Research Seminar (1-4 credits/quarter while completing research project)  10

Optional Internship

Only needed if seeking district level (Superintendency) Administrative License
ADMN 4817  Superintendency Internship (300 field hours. 50 clock hours/credit for a total of 6 credits.)

Total Credits  65

1  Indicates Research Courses which a student may have waived or test out.

A minimum of 65 credit hours is required beyond the earned master's degree. No credit hours from the earned master’s degree can be transferred into the EdD.

Non-coursework Requirements
- The completion of a Doctoral Research Project. The Doctoral Research Project is independent research that is supported by quarterly research seminars with faculty, and it is focused on important issues of practice.
# Doctor of Philosophy in Educational Leadership and Policy Studies

## Degree Requirements

### Coursework Requirements

#### Program and Research Requirements

<table>
<thead>
<tr>
<th>Year 1</th>
<th></th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMN 4821</td>
<td>School Reform and Current Educational Issues</td>
<td>ADMN 4822</td>
</tr>
<tr>
<td>RMS 4940</td>
<td>Structural Foundations of Research in Social Sciences</td>
<td>RMS 4941</td>
</tr>
<tr>
<td>ADMN 4819</td>
<td>Organization Theory &amp; Behavior</td>
<td>ADMN 4836</td>
</tr>
<tr>
<td>RMS 4910</td>
<td>Introductory Statistics</td>
<td>ADMN 4820</td>
</tr>
<tr>
<td>ADMN 4827</td>
<td>Foundations of Educational History and Philosophy</td>
<td>ADMN 4823</td>
</tr>
<tr>
<td>RMS 4920</td>
<td>Educational Measurement</td>
<td>ADMN 4844</td>
</tr>
<tr>
<td>ADMN 4812</td>
<td>Perspectives in District Administration</td>
<td>ADMN 4835</td>
</tr>
<tr>
<td>RMS 4931</td>
<td>Survey and Design Analysis</td>
<td>RMS 4930</td>
</tr>
</tbody>
</table>

#### Recommended Research Options and Cognate

Minimum of 11 additional research credits (8 at the Intermediate level and 3 at the Advanced level) and 17 credits of Cognate coursework is required. Cognate may include up to 9 credits of ELSS or Ritchie credits with advisor approval.

**Statistics Focus Options**

| RMS 4911 | Correlation and Regression |
| RMS 4912 | Analysis of Variance (ANOVA) |
| RMS 4913 | Multivariate Analysis |
| RMS 4914 | Structural Equation Modeling |
| RMS 4915 | Hierarchical Linear Modeling |

**Measurement Focus Options**

| RMS 4921 | Psychometric Theory |
| RMS 4922 | Item Response Theory |
| RMS 4913 | Multivariate Analysis |

**Qualitative Focus Options**

| RMS 4942 | Qualitative Data Collection and Analysis |
| RMS 4945 | Community-Based Research |
| RMS 4947 | Arts-Based Research |
| RMS 4946 | Advanced Qualitative Research |

**Other Recommended Research Options**

| RMS 4932 | Meta-Analysis Social Science Research |
| RMS 4951 | Mixed Method Research Design |
| ADMN 5993 | Doctoral Research Seminar |

**Dissertation Research**

| RMS 5995 | Independent Research |

**Optional internship**

(Only needed if seeking district level (Superintendency) Administrative License)

| ADMN 4817 | Superintendency Internship (1-6 credits any quarter) |

**Total Credits**

90
interaction between leader, followers and situation and where power and influence affect leader-follower relationships.

ADMN 4822 Leadership in Complex Systems (3 Credits)

Roles, responsibilities and behaviors of successful leaders in complex systems; development of understanding and skills that can be used in dealing with many complex issues that face school administrators of the 21st century; functioning effectively in a complex environment where leadership is an interaction between leader, followers and situation and where power and influence affect leader-follower relationships.

ADMN 4820 School Administration: Case Studies (3 Credits)

Focus on current critical aspects of work of effective superintendents and other administrators in key decision-making roles; includes reading, discussions and guest presenters who are practicing administrators; problem scenarios presented for resolution.

ADMN 4819 Organization Theory & Behavior (3 Credits)

Educational institutions are complex, political organizations with a wide variety of constituents and many layers of sometimes competing cultures, systems, and explicit and implicit goals. Leaders who work with these systems must find ways to make meaning of the organization and the context in which work occurs. This course will look at organizational behavior from several points of view, with the goal of understanding major theories that have been developed and learning to apply these theories in the management and study of organizations. The roles and responsibilities of various members of the organizations will be examined as well as the governance and control issues surrounding education. Organizational analysis will be viewed through the lens of structural, political, human resource and symbolic frames.

ADMN 4820 School Administration: Program and Evaluation (3 Credits)

The purpose of this course is to review theories of program evaluation, evaluation designs and analysis, and current trends in evaluation. Program evaluation aims to determine whether a program, regulation, or policy is achieving its objectives by ascertaining whether it had the desired effect on intended outcomes. The evaluation process may include evaluation of programs, products, personnel, policy, performance, proposals, technology, research, theory, and even of evaluation itself. The course equips students with basic evaluation tools and understandings necessary to be thoughtful consumers and effective users of program evaluations in improving policy outcomes and designing more effective programs and policies. It is designed to provide students with the meaning and methods of program and policy instrument evaluation in education with the intent to contribute to informed decision making and enlightened change. Students analyze evaluations of the effectiveness of a variety of programs through discussion, field work, and case studies.

ADMN 4821 School Reform and Current Educational Issues (3 Credits)

An introduction to contemporary issues and theories of educational administration. Overview of major educational administrative and organization trends currently unfolding. These trends are analyzed for validity, education soundness, and leadership implications. Students will also take a closer look at the concept of school reform and the various efforts towards this endeavor.

ADMN 4822 Leadership in Complex Systems (3 Credits)

Roles, responsibilities and behaviors of successful leaders in complex systems; development of understanding and skills that can be used in dealing with many complex issues that face school administrators of the 21st century; functioning effectively in a complex environment where leadership is an interaction between leader, followers and situation and where power and influence affect leader-follower relationships.
ADMN 4823 Educational Policy Making in the United States (3 Credits)
Designed to give educational leaders a foundation in understanding how policy is created. The course examines decision making and the growth of state and federal powers and policy making; the role of state board, the governor’s and legislature’s significance; the role and power of associations and their impact on decision-making; the changing nature of local boards of education; law making and setting of educational policies using Colorado and legislative process as examples.

ADMN 4827 Foundations of Educational History and Philosophy (3 Credits)
This foundational course examines the various theoretical, ethical, historical and philosophical perspectives that will inform educational leaders as policy and change strategies are formulated.

ADMN 4828 Leadership for the 21st Century: Using Creativity to Build Effective Schools (3 Credits)
Designed to assist leaders, at the district or building level, in the implementation of standards-based education to improve student learning and achievement. Primary emphasis is given to applying strategies for addressing critical issues in sustaining the equitable access to learning in a standards-based educational organization.

ADMN 4829 Instructional Leadership (2 Credits)
Serves prospective principals in the development and application of skills and knowledge associated with curriculum planning, development, assessment and program evaluation. Curriculum issues are examined from various contexts to enable students to understand how external demands influence curriculum decisions. Participants are assisted in developing an understanding of issues of diversity and multiculturalism and their influence on the development and supervision of the curriculum. Although the major focus is on local aspects of standards-based education, some attention is given to the national role in this area.

ADMN 4830 Student Supports and Services (3 Credits)
Considerable attention will be given to the examination of the needs of the individual student in the learning environment as well as research on child development, learning styles, brain-based learning theories and models of teaching. Primary focus areas are supports for special education students, English language learners, gifted students, and students in poverty.

ADMN 4831 Instructional Supervision and Evaluation (3 Credits)
Study and application of a variety of approaches for supervising and evaluating instruction, including approaches to classroom observation; adapting, adopting, and designing various evaluation systems; advantages and problems of various student achievement and engagement indicators; induction, mentoring, and peer support systems; and leading professional development for self and staff.

ADMN 4833 Strategic Resource Management for Schools (3 Credits)
School-site budgeting and accounting practices; resourcing the new school; how schools are funded; relationship of other resource decisions (such as scheduling) to the school operation; grant writing and fundraising.

ADMN 4834 Seminar in Multicultural Issues (4 Credits)
Extends understanding of complex systems’ operations and responses by examining multicultural issues in the historical and social context and complexity of schools and school districts. Opportunities will be provided for students to develop an understanding of issues of diversity and the relationship of these issues to the roles and work of school/district administrators. The exploration of multicultural issues will occur through the examination of various themes relative to school/district administration such as curriculum, administration, human resources, policy and reform. Particular emphasis will be given to the exploration of the historical and future purposes of schooling in a democratic/pluralistic society in an effort to help students to develop critical knowledge and skills essential for providing leadership in 21st century schools.

ADMN 4835 Curriculum Instruction and Student Achievement (3 Credits)
This course will examine educational practices that are meeting success as schools and districts attempt to learn, grow, and reinvent themselves using the principles of organizational learning. Participants will understand basic systems theory and gain practical and theoretical tools to improve curriculum development, instruction, and student achievement.

ADMN 4836 Improving School Culture (3 Credits)
School culture is a complex and challenging issue for most school leaders to shape and manage. The culture of school means many things that will be addressed in this class including school climate, parent engagement, teacher engagement, student connectedness, culturally competent practices, positive youth development, and the quality of human relationships in the school environment. This course will enable school leaders to look in depth at their schools in order to assess its culture, develop specific plans to create a climate of authentic relationships among students, parents, staff, and community.

ADMN 4838 Educational Leadership in a Digital Age (3 Credits)
This course is based upon the National Technology Standards for administrators. Students will develop their own personal technology skills and be exposed to the latest technological resources for school administrators. Participants will explore the latest efforts related to data-driven decision making for enhancing student performance and the integration of technology into the curriculum.
ADMN 4840 Strategic and Transformative School Leadership (7 Credits)
Effective school administration is guided by research and best practices which inform governance, vision, leadership, and implementation processes. Effective principals base their work on commitment to moral principles, core values, and the many dimensions of effective theory and practice. Understanding personal values, developing leadership skills and building a strong knowledge base regarding research and best practice are a key focus of the course. In addition, this course also examines strategies for visioning, mission building and branding; defining and assessing value and quality; developing competitive strategy; building networks and partnerships; assessing risk and gauging opportunity; building systems and sustainability; recruiting and developing staff, boards and stakeholders; engaging communities; and acquiring sources of funding. Students must be accepted into an ELPS certificate or MA program.

ADMN 4841 Instructional Leadership for Equitable Schools (7 Credits)
This course serves aspiring principals in the development and application of skills and knowledge associated with standards-based instructional practices, curriculum planning and development, assessment, and program evaluation. Students are assisted in developing and understanding issues of diversity and multiculturalism and their influence on the development and supervision of the instructional program. Although the major focus is on local aspects of standards-based education, some attention is given to the national role in this area. School leaders need to apply quantitative and qualitative research skills in a variety of ways to understand and improve the work of schools. This course reviews methods, applications, and data sources, including assessments and large-scale datasets, for continuous school improvement and program evaluation. In addition to the issues of instructional leadership, considerable attention is given to the examination of the needs of the individual student in the learning environment as well as research on learning styles, learning theories and models of teaching. Primary focus areas are supports for special education students, English Language learners, gifted students, and students in poverty. Students must be accepted into an ELPS certificate or MA program.

ADMN 4844 Cost Benefit Analysis for Educational Systems (4 Credits)
This course introduces students to theories and methods of analyzing resources used and benefits gained from educational programs, policies, and organizations. Prerequisites: Introductory Statistics; acceptable Program Evaluation course.

ADMN 4845 Network and Systems Analysis for Educational Settings (4 Credits)
This course works with a variety of applied research methods for analysis of networks, systems, and program and policy impacts, with a focus on education and community/social services settings. Prerequisites: Introductory Statistics; acceptable Program Evaluation course; acceptable Policy course.

ADMN 4846 Business Administration for School Leaders (3 Credits)
Schools are a large and complex business. This course will equip students with the knowledge and skills needed to lead a school or school district. Key topics will include school management, human resources, organizational change, entrepreneurship, and bargaining.

ADMN 4849 Action Research for School Leaders (4 Credits)
This course emphasizes the use of research methods which are linked to research needed in schools. Students will learn to identify, analyze and solve problems. Some of the action research methods include focus groups, interviews, observations, school records and surveys. Capstone project will relate directly to the improvement of school policy and practice.

ADMN 4859 Action Research Capstone (1 Credit)
Provides support for students as they develop their action research project into the Capstone for the Masters in Educational Administration.

ADMN 4860 Principal Internship (2 Credits)
The purpose of a formal internship with a principal is to participate in supervised practical training in many of the aspects of school building administration. It is imperative that an applicant have as many first hand experiences as possible in all phases of building administration which focus upon the standards set for principals in Colorado. Must be accepted into an ELPS certificate or MA program.

ADMN 4991 MA Independent Study (1-10 Credits)
ADMN 4992 Directed Study (1-10 Credits)
ADMN 4995 Research - M.A. Thesis (1-10 Credits)

ADMN 5100 Data Use for School Improvement (2 Credits)
School leaders need to apply quantitative and qualitative research skills in a variety of ways to understand and improve the work of schools. This course reviews methods, applications, and data sources, including assessments and large-scale datasets, for continuous school improvement and program evaluation.

ADMN 5991 PhD Independent Study (1-10 Credits)
Special projects in the field of education, taken by arrangement of Educational Administration faculty.

ADMN 5992 Directed Study (2-10 Credits)

ADMN 5993 Doctoral Research Seminar (1-4 Credits)
The Doctoral Research Seminar is designed to prepare students to undertake the completion of doctoral research or a dissertation. The research process can often be confusing and overwhelming, especially for students coming from a cohort-based program. This course assists students in turning a research idea into the EDD doctoral research project or a polished dissertation proposal and provides students strategies for making the process manageable and enjoyable.

ADMN 5995 Dissertation Research (1-10 Credits)
Higher Education

Office: Morgridge Office of Admissions
Mail Code: 1999 E. Evans Avenue, Denver, CO 80208
Phone: 303-871-2509
Email: edinfo@du.edu
Web Site: http://morgridge.du.edu/programs/higher-education/

The Higher Education program's mission is three-fold:

1. Prepare social justice professionals for careers in postsecondary education related to administration, policy, teaching and research, as well as careers in public and private agencies of higher education, for-profit and not-for-profit settings, and in a multicultural and changing world
2. Conduct equity-based research about persistent and/or timely problems facing postsecondary education
3. Provide meaningful service to the University of Denver and broader Colorado community in matters pertaining to postsecondary education, especially related to equity, diversity and social justice

The Higher Education Program (HED) is an “Inclusive Excellence Unit” (www.aacu.org) and supports the concept that inclusiveness and excellence are one and the same. That is, students and instructors from diverse social and cultural backgrounds who become part of the program all bring unique gifts, talents and experiences that make tremendous contributions to the teaching, learning and climate of the Higher Education Program.

Master of Arts in Higher Education

The HED Master’s program is designed to prepare professionals for administrative, leadership, student-centered, and/or policy-focused careers in postsecondary institutions, private and public agencies of higher education, and other educational settings. This “generalist” program enables students to explore the academic and practitioner-oriented issues related to postsecondary settings and to expand their experiential awareness through practical activities in administration, teaching, policy, and research.

Cohort

Students enter and move through the program as part of a cohort.

Program Accreditation

The University of Denver is accredited as a doctoral degree-granting institution by the Higher Learning Commission (HLC) of the North Central Association (NCA), which is one of six regional educational accrediting bodies recognized by the federal government. The HLC covers a nineteen state (mostly western and Midwestern) area, and over 1,000 institutions of higher learning hold membership in the Association. DU received its first accreditation in 1914 and has maintained accreditation since that time.

Last HLC accreditation visit: 2010
Next HLC accreditation visit: 2021

Doctor of Education in Higher Education

At the doctoral level, students gain knowledge and demonstrate competence through coursework, a doctoral comprehensive exam (also known as the preliminary oral examination), and the completion of a doctoral research project, defended in a final oral examination. The successful final orals and graduation are statements of academic and professional competence in higher education.

Socialization and orientation to the program is carried out during a required year-long seminar. The Doctoral Pro-seminar (HED 4291, 3 cr.) is designed to address socialization and orientation needs of all Higher Education doctoral programs. The seminar combines a variety of pedagogical tools to orient and socialize students into the advanced study of higher education.

The 65 quarter credit hour program requires students complete a comprehensive exam paper and dissertation. A master's degree is required.

Program Accreditation

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Doctor of Philosophy in Higher Education

At the doctoral level, students gain knowledge and demonstrate competence through coursework, a doctoral comprehensive exam (also known as the preliminary oral examination), and the completion of a dissertation, defended in a final oral defense. The successful final orals and graduation are statements of academic and professional competence in higher education.

Socialization and orientation to the program is carried out during a required year-long seminar. The Doctoral Pro-seminar (HED 4291 Doctoral Professional Development Seminar, 3 cr.) is designed to address socialization and orientation needs of all Higher Education doctoral programs. The seminar combines a variety of pedagogical tools to orient and socialize students into the advanced study of higher education.

The 90 quarter credit hour program requires students complete a comprehensive exam paper and dissertation. A master's degree is required.

Program Accreditation

The University of Denver is accredited as a doctoral degree-granting institution by the Higher Learning Commission (HLC) of the North Central Association (NCA), which is one of six regional educational accrediting bodies recognized by the federal government. The HLC covers a nineteen state (mostly western and Midwestern) area, and over 1,000 institutions of higher learning hold membership in the Association. DU received its first accreditation in 1914 and has maintained accreditation since that time.

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Next HLC accreditation visit: 2021

Master of Arts in Higher Education

- Online Application for Graduate Admission
- One (1) official transcript from each college/university where at least 1 credit has been earned, mailed directly to DU
- 2 Letters of Recommendation (uploaded online by recommender)
- Statement of Professional Goals
- Current Vita/Resume
- $65 Application Fee: The application fee may be paid with a credit card at the time of submission. The application fee may also be paid on a bank draft or personal check drawn from a U.S. bank.

Doctor of Philosophy in Higher Education

- Online Application for Graduate Admission
- One (1) official transcript from each college/university where at least 1 credit has been earned, mailed directly to DU
- Graduate Record Exam (GRE) official score report (taken within the last 5 years). PhD only - GRE is not required for EdD applicants.
- 3 Letters of Recommendation (uploaded online by recommender)
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- Current Vita/Resume
- $65 Application Fee: The application fee may be paid with a credit card at time of submission. The application fee may also be paid on a bank draft or personal check drawn from a U.S. bank.

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Master of Arts in Higher Education

Degree Requirements

Coursework Requirements

<table>
<thead>
<tr>
<th>Research Requirement</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>HED 4233</td>
<td>Research Methods in Higher Education II</td>
<td>3</td>
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<tr>
<td><strong>HED Required Courses</strong></td>
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<td></td>
</tr>
<tr>
<td>HED 4213</td>
<td>Leadership and Supervision</td>
<td>3</td>
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<tr>
<td>HED 4214</td>
<td>History American Higher Ed</td>
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<td>HED 4220</td>
<td>Org &amp; Governance of Higher Ed</td>
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<td>HED 4226</td>
<td>The Community College</td>
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<tr>
<td>HED 4247</td>
<td>Retention, Persistence, and Student Success in Postsecondary Settings</td>
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<td>HED 4290</td>
<td>Inclusive Excellence in Higher Education I</td>
<td>1-3</td>
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<tr>
<td>HED 4230</td>
<td>Inclusive Excellence in Higher Education II</td>
<td>1-3</td>
</tr>
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<td>HED 4282</td>
<td>Characteristics of College Students</td>
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<tr>
<td>HED 4270</td>
<td>Student Affairs Internship</td>
<td>2</td>
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<td><strong>HED Electives</strong></td>
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<tr>
<td><strong>Total Credits Required</strong></td>
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</tr>
</tbody>
</table>

**Non-coursework requirements**

- practicum experience
- internship experience
- successful completion of a capstone project

**Emphasis requirements**

Elective coursework allows students to complete an optional emphasis in one of three areas:

1. College Student Affairs
2. Diversity and Higher Learning
3. Leadership and Organizational Change.

In order to complete an emphasis, nine of the 15 elective credit hours need to be taken from a menu of courses affiliated within the emphasis area, as denoted in the course work plan.
The College Student Affairs emphasis enables students to gain knowledge about higher education and student development. Students will develop skills for supporting diverse student populations and experience practica and internships in student-related areas. The College Student Affairs concentration is intended for individuals interested in positions in college/university student services and other organizations focused on college student success.

The Diversity and Higher Learning emphasis is designed for students with a special interest in diversity, social justice, access, and equity. Structured around courses that provide both theoretical and practical skills, this emphasis is intended for future scholars and practitioners interested in enhancing diversity, access, and equity in organizations; faculty and staff development in P-20 educational institutions; trainers in for-profit companies and not-for-profit agencies; and administrators and faculty in two-year and four-year higher education institutions. This emphasis places a great deal of emphasis on developing critical understanding of the impact that social identities (e.g., race, class, and gender) have on collective and individual learning in organizations. Students who currently work in or intend to pursue careers in multicultural affairs, curriculum development, university instruction, university administration, consulting, or training will find this emphasis a good fit.

The Leadership and Organizational Change emphasis prepares experienced professionals to assume greater responsibility, pursue longer-term career goals, or change their emphasis in higher education administration. This concentration has been especially designed for individuals working in or seeking to understand postsecondary education in a changing multicultural and global society. Experienced professionals who are interested in enhancing their careers will discover that this program challenges them to discover and strengthen an array of skills essential for success: analytical, communication, multicultural competence, and leadership. The Leadership and Organizational Change emphasis enables participants to link professional knowledge and research with the world of practice in postsecondary education, nonprofit or non-governmental organizations, foundations, think tanks, research institutes and the private sector.

**Capstone**

Students complete the capstone project under the direction of a faculty advisor. A field site supervisor is brought on to help adjudicate the final product. The capstone project proposal must be completed at least two quarters prior to the quarter in which the student plans to graduate. Any deviation from this requires written approval from the Program Coordinator.

Students enrolled in the HED MA program will complete a capstone project as the final degree requirement. The purpose of the capstone project is to synthesize the information gained through HED coursework. After approximately 18-24 quarter hours of course work has been completed (i.e., after the first year), the student should contact their faculty advisor to discuss ideas for their capstone project and obtain approval of the Capstone Proposal. The project will take one of three forms:

1. A well-designed, research-based practical intervention addressing a significant educational problem in postsecondary education, or
2. A well-designed, research-based evaluation/assessment of an existing program focused on student success, or
3. A policy brief of publishable quality focused on a significant educational problem in postsecondary education.

**Internship and Practicum Requirements**

**Practicum**

The practicum experience is a supervised learning opportunity in a postsecondary environment that provides both academic credit and experiential learning to strengthen professional expertise. The practicum experience coincides with a year-long course (3 credit hours), HED 4290 Inclusive Excellence in Higher Education I. Practicum experiences can take one of three forms:

1. A paid assistantship/fellowship at the University of Denver or another postsecondary institution/organization
2. A paid full or part-time professional position in a postsecondary institution/organization
3. An unpaid practicum assignment related to postsecondary education (as approved).

This applied experience is for educating students to begin entry- and mid-level positions within postsecondary institutions of higher learning. The practicum experience is an integral aspect of the total learning experience. Successful practicum experiences are critical in every quarter of the first year. However, if a student is not performing as expected (that is, by achieving a “B” average or better in each of the quarters) within the practicum year, it may be necessary for the student to complete an additional practicum experience. These incidents are rare and will be discussed with the student as necessary. It is expected that those in University of Denver assistantships/fellowships will continue in their assignments for two years.

Minimum time commitment expected:

- 10 hours/week during the regular academic year for unpaid practicum assignments
- 15 hours/week during the regular academic year for paid practicum assignments

"Postsecondary institution/organization" is understood to be any accredited institution of higher education (e.g., Arapahoe Community College, Metropolitan State University), as well as community organizations (e.g., Denver Scholarship Foundation, Education Commission of the States) and/or government agencies (e.g., Colorado Department of Higher Education).

**Internship**

The internship experience provides students a second experiential learning opportunity in the field of higher education. Students usually do their internship during the summer between their first and second years, or during the second year of coursework. The internship experience is intended to
broaden students’ experience of higher education administration and service to further their professional skills. This is a two credit learning experience designed to expand the parameters of a student’s practicum experience. Academic credit is earned as part of the HED 4270 Student Affairs Internship course taken at student’s convenience during or after completion of the internship itself.

Minimum time commitment expected:

- 300 hours total for paid internships
- 150 hours total for unpaid internships

**Doctor of Education in Higher Education**

**Degree Requirements**

**Coursework Requirements**

<table>
<thead>
<tr>
<th>Research Requirement</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations Courses</td>
<td>12</td>
</tr>
<tr>
<td>RMS 4910</td>
<td>Introductory Statistics</td>
</tr>
<tr>
<td>RMS 4941</td>
<td>Introduction to Qualitative Research</td>
</tr>
</tbody>
</table>

Choose one of the following:

| RMS 4920             | Educational Measurement |
| RMS 4930             | Empirical Research Methods |
| RMS 4960             | Program Evaluation Theory |

**Intermediate Methods Courses**

3

Choose one of the following:

| RMS 4942             | Qualitative Data Collection and Analysis |
| RMS 4911             | Correlation and Regression |
| RMS 4931             | Survey and Design Analysis |

| Doctoral Research Credits | 10 |

Students must register for at least 1 credit hour each quarter following completion of all other coursework.

| Dissertation Research | HED 5995 |

**HED Required Courses**

33

| HED 4210             | Social/Political Context Higher Ed | 3 |
| HED 4211             | Current Issues in Higher Ed | 3 |
| HED 4220             | Org & Governance of Higher Ed | 3 |
| HED 4226             | The Community College | 3 |
| HED 4212             | Public Policy in Higher Edu | 3 |
| HED 4221             | Financing Higher Education | 3 |
| HED 4222             | Higher Education and Law | 3 |
| HED 4291             | Doctoral Professional Development Seminar | 1-3 |
| HED 4294             | Seminar in Higher Education | 1-4 |
| HED 4294             | Seminar in Higher Education | 1-4 |
| HED 4294             | Seminar in Higher Education | 1-4 |

**Higher Education Electives**

7

**Total Credits Required**

65

A minimum of 65 credit hours is required beyond the earned master’s degree. No credit hours from the earned master’s degree can be transferred into the EdD.

**Non-coursework Requirements**

- The Doctoral Comprehensive Examination: The doctoral comprehensive exam consists of the completion of both a written and oral portion, and requires the approval of a review committee selected by the faculty advisor and student. The doctoral comprehensive exam is used to determine the student’s comprehension of the field, capacity to undertake independent research, and ability to think and express ideas clearly.

- The Doctoral Comprehensive Examination Paper (comps paper): As the written portion of the doctoral comprehensive exam, the comps paper is intended to assess the student’s capacity to integrate knowledge and proficiency in conducting a thorough and succinct critical review of relevant research literature. It is a scholarly analysis of a higher education problem, issue, or idea, and it is typically 40-50 pages in length, including references. It must contain a clear statement of a higher education problem, a critical analysis of pertinent research literature, and implications for
further research, policy, and practice. The student will work closely with the faculty advisor during draft development of the comps paper. The final version of the comps paper will be considered ready to submit to the comprehensive examination committee only after submission approval has been given by the faculty advisor. It is the student’s responsibility to deliver final draft copies to all committee members. Committee members must be provided at least two weeks to read and prepare comments on the comps paper. Upon advisor approval that the comps paper is satisfactory for an oral examination, the student will schedule the doctoral comprehensive oral exam.

- The Doctoral Comprehensive Oral Examination: The oral portion of the examination will last approximately 90 minutes and consists of the student’s overview of the comps paper and the comprehensive examination committee’s thorough questioning of the student’s work. The faculty advisor may ask a third faculty member to read the comps paper and participate in the oral examination, if he or she determines that it would be helpful to evaluate the quality of the examination. All comprehensive examination committee members are expected to participate fully in the oral portion of the exam, as well as in the discussion and decision regarding the result of the examination. Attendance at the oral portion of the comprehensive examination is limited to the student and the two or three faculty members that make up the committee.

- The Doctoral Research Project: The doctoral research project serves as the culmination of students’ learning and development in the EdD program. The doctoral research project is intended to be an opportunity to learn and demonstrate expertise in a particular area of postsecondary education. The basic requirement is that the doctoral research project be original work that examines a practical or policy concern in a postsecondary education setting. It must be useful to the practice of higher education leadership and administration. Students should consult the Department of Education Research, Policy, and Practice (ERPP) doctoral research project process agreement for detailed information.

**Doctor of Philosophy in Higher Education**

**Degree Requirements**

**Coursework Requirements**

Core coursework requirements

<table>
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<tr>
<th>Research Requirement</th>
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<td>Foundations Courses</td>
<td>12</td>
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<td>RMS 4910</td>
<td>Introductory Statistics</td>
</tr>
<tr>
<td>RMS 4941</td>
<td>Introduction to Qualitative Research</td>
</tr>
</tbody>
</table>

Choose one of the following two:

| RMS 4920             | Educational Measurement |
| RMS 4930             | Empirical Research Methods |

<table>
<thead>
<tr>
<th>Intermediate Methods Courses</th>
<th>8</th>
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</thead>
<tbody>
<tr>
<td>Advanced Methods Course</td>
<td>3</td>
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</tbody>
</table>

**Program Requirements**

| HED 5992 | Directed Study | 6 |

**Dissertation Research Credits**

| HED 5995 | Dissertation Research | 10 |

Students must register for at least 1 credit hour each quarter following completion of all other coursework.

<table>
<thead>
<tr>
<th>HED Required Courses</th>
<th>21</th>
</tr>
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<tbody>
<tr>
<td>HED 4210</td>
<td>Social/Political Context High Ed</td>
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<tr>
<td>HED 4211</td>
<td>Current Issues in Higher Ed</td>
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<tr>
<td>HED 4220</td>
<td>Org &amp; Governance of Higher Ed</td>
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<td>HED 4291</td>
<td>Doctoral Professional Development Seminar</td>
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<td>HED 4294</td>
<td>Seminar in Higher Education</td>
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<td>Seminar in Higher Education</td>
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<tr>
<td>HED 4294</td>
<td>Seminar in Higher Education</td>
</tr>
</tbody>
</table>

| HED Electives | 15 |
| Cognate Courses | 15 |

| Total Credits Required | 90 |

A minimum of 90 credit hours is required beyond the earned master’s degree. No credit hours from the earned master’s degree can be transferred into the PhD.

Non-coursework Requirements
Courses

HED 3263 Sports and Higher Education (4 Credits)
This course provides an overview of the general history of college and university sports, athletics, intramurals, intramurals, and wellness programs as a broad introduction to this area; additional emphases center on issues related to intercollegiate sports e.g., athletic department positions, student-athlete support systems, ethical considerations, legal issues, politics and policies pertaining to institutional and NCAA norms/regulations, and current and future issues in collegiate athletics. Prerequisite: must be junior- or senior-level student.

HED 3264 Psychosocial Dimensions of Sports and Wellness (4 Credits)
Cross listed with HED 4264.

HED 3991 Independent Study (1-10 Credits)

HED 3992 Directed Study (1-10 Credits)

HED 4210 Social/Political Context High Ed (3 Credits)
This course examines the social and political context of U.S. education and provides an analysis of schooling, cultural politics, and global influences that inform current practices and structures of the higher education system. Central to this course is the development of a critical understanding of topics related to meritocracy, stratification, diversity, and decentralization in higher education. Prerequisite: Ph.D. student in higher education or permission of instructor.

HED 4211 Current Issues in Higher Ed (3 Credits)
A study of contemporary higher education as a specialized field of inquiry and as a professional area in which to work. Explores institutional missions as well as entities such as administration, faculty, curriculum, and student, in relationship to current issues.

HED 4212 Public Policy in Higher Educ (3 Credits)
Overview of federal and state public policy, current issues, research methods. Introductory seminar to public policy sequence. Recommended prerequisite: HED 4210, HED 4211.

HED 4213 Leadership and Supervision (3 Credits)
General leadership theory and its implications for higher education; specific focus on leadership skills, such as conflict resolution, problem solving, use of teams and change advocacy.

HED 4214 History American Higher Ed (3 Credits)
Development of North American higher education from colonial times to the present, focusing on important educators and institutions. Primarily for doctoral students.
HED 4215 Curriculum Dev in Higher Ed (3 Credits)
The purpose of this course is to provide students with the knowledge and understanding of curriculum design, development, and change in higher education.

HED 4216 HED Research Processes (1-5 Credits)
Enables students to explore current research and theories associated with their scholarly interests and resources for doing research, and to address problems in conducting original inquiry and investigations in postsecondary education. Attention is directed to the investigation of a research problem of each student's interest. Prerequisite: Successful completion of 10 credit hours of research courses or permission of instructor.

HED 4217 Student Affairs Administration (3 Credits)
A review of student services, emphasis on programmatic content and relationship to student development; organization of student service programs and national trends. To further describe the historical development of student affairs work including significant persons and activities and to begin the development of students' own professional identities as a reflective practitioner and to understand the responsibilities for integrating assistantships/ internships/work experiences to theory and new knowledge.

HED 4220 Org & Governance of Higher Ed (3 Credits)
Study of theoretical perspectives and empirical research drawn from the social sciences related to higher education organizations and governance with an emphasis on application of theory and practice.

HED 4221 Financing Higher Education (3 Credits)
Financing public and private institutions of higher learning; sources of income, budgeting procedures, funding and control, use of simulated exercises to illustrate principles. Recommended prerequisites: HED 4210, HED 4211 and HED 4214.

HED 4222 Higher Education and Law (3 Credits)
Review of a broad range of administrative problems with legal dimensions; process for analyzing case law on issues of access, student rights, employment, collective bargaining, church-state relations, private sector and liability.

HED 4223 Inst Research & Enroll Mgmt (3 Credits)
Explores the important area of institutional research (IR) in a postsecondary setting. Issues relating to how an IR office functions and typical responsibilities of the professionals who staff these offices will be explored. Enrollment management concepts and themes will be highlighted along with data collection and reporting aspects of the college admissions and retention processes. Recommended prerequisites: HED 4213, HED 4217 and HED 4260 for master's students; HED 4213, HED 4220 for doctoral students.

HED 4226 The Community College (3 Credits)
General issues related to community college, such as history, mission, characteristics, students, curricula, teaching and student services.

HED 4229 Student Personnl Helpng Skills (3 Credits)
This class will introduce students to basic interpersonal helping skills required in Higher Education settings, including relationship building, listening, giving feedback, problem-solving, and resolving conflicts. Students will become familiar with crisis intervention models and techniques; signs and symptoms of distress and mental illness; strategies for making appropriate referrals to mental health providers; and considerations about self and other when engaged in helping relationships, particularly those with cultural differences. Central to the course will be discussion of the appropriate role Higher Education professionals have in helping students while recognizing their limitations.

HED 4230 Inclusive Excellence in Higher Education II (1-3 Credits)
The purpose of this course is to promote the integration of the core curriculum with practitioner related experiences in the masters program. Advanced students have an opportunity to use concepts and theories learned in previously complete coursework to understand and analyze current issues facing student affairs. The course is also designed to assist students by facilitating the transition in to professional positions in higher education.

HED 4232 Research Methods in Higher Education I (1-3 Credits)
Introductory research methods course for higher education professionals.

HED 4233 Research Methods in Higher Education II (1-4 Credits)
Introductory research methods course for higher education professionals, part II.

HED 4242 Educational Policy Analysis (3 Credits)
Educational Policy Analysis offers various methods to research public policy enactments by analysis of specific federal and state policies or judiciary decisions. This course explores the nature of policy analysis within American Higher Education while simultaneously learning about educational policy analysis and conducting an analysis on key postsecondary issues. We review the history and the approaches, methods, and tools required to conduct educational policy analysis. The central focus of the course includes: the important of an initial policy statement; what roles environmental analysis as well as boundaries and constraints considerations play; and how one analyzes policy options, reflections on their implementation strategies, and make recommendations.

HED 4246 Issues of Access & Opportunity (3 Credits)
Overview of issues related to race, gender and socioeconomic status, as they affect access to and success in higher education.

HED 4247 Retention, Persistence, and Student Success in Postsecondary Settings (3 Credits)
This course introduces students to relevant research, theory, and practice related to college student retention and persistence. Students explore cultural, institutional, and individual factors that may impact college student persistence and critically examine theories attempting to explain why students leave college. In addition, students also closely explore the dynamics of oppression at the individual, institutional, and socio-cultural levels and the resulting impact on student retention. Effective retention practices, programs, and assessment procedures are also identified and examined.
HED 4260 Students and College Environments (3 Credits)
Historical overview of student life, research and literature relating to contemporary college students and student services. The purpose of this course is to provide an introduction to a variety of human development theories relevant to college students, both of traditional and non-traditional ages. The areas of psycho-social and cognitive-structural development are emphasized through multiple perspectives.

HED 4261 College Student Development Theory (3 Credits)
An overview of human development theories relevant to college students, of traditional and non-traditional ages. This application will enhance the ability of student affairs professionals as they work to maximize the affective and cognitive development of students within the college setting.

HED 4264 Psychosocial Dimens of Sport (3 Credits)
Psychology and sociology of sports as related to college and university athletics and wellness. Cross listed with HED 3264.

HED 4270 Student Affairs Internship (1-6 Credits)

HED 4281 Inclusive Excellence Programming and Development (3 Credits)
Processes for identifying market needs, developing curricula, using delivery strategies and measuring learning outcomes and satisfactions for adult education activities, including community college, university outreach and customized training programs.

HED 4282 Characteristics of College Students (3 Credits)
Characteristics to consider in working with adult learners, including aptitude, motivation, cognitive development, psycho-social development, intelligence, learning styles, gender, ethnicity and social class; practice in analyzing learning characteristics of a specific individual.

HED 4284 Inclusive Excellence in Organizations (3 Credits)
In recent years, major demographic and economic changes in this country and worldwide have contributed to the diversification of the workplace. As a result, the need for understanding how to enhance cultural diversity in organizations has taken a greater importance. Accordingly, this course focuses on the changing demographics of our society, especially related to race and culture, gender, age, physical ability, sexual orientation, and socio-economic status, emphasizing the implications these factors have for leadership and management in a variety of organizational settings.

HED 4287 Critical Race Theory and Education (3 Credits)
The purpose of this course is to provide students with an in-depth exposure to Critical Race Theory (CRT) as it pertains to education. Critical Race Theory is an analytical framework that provides race-based epistemological, methodological, and pedagogical approaches to the study of everyday inequalities in P-20 education.

HED 4288 Gender & Sexual Orientation in Education (3 Credits)
The purpose of this class is to explore the implications of sexual orientation or gender inequality for P-20 education. Feminist theory and queer serve as the foundational theoretical frameworks for this class. Through these theoretical lenses, the course examines the complex ways gender and sexual orientation are related to identity development, curriculum, academic policies, and school climate.

HED 4290 Inclusive Excellence in Higher Education I (1-3 Credits)
This course assesses and helps students develop critical self-reflection, leadership, and communication skills. Career plans are developed based on personal, academic, and professional goals. An emphasis is placed on applying theories discussed within the classroom to their respective professional roles on campus. Introductory course for all first-year master's students. This course combines the professional development seminar and practicum.

HED 4291 Doctoral Professional Development Seminar (1-3 Credits)
This course is designed to introduce the first year doctoral students to the field and discipline of Higher Education and to prepare doctoral students for their academic study.

HED 4294 Seminar in Higher Education (1-4 Credits)
Advanced seminar to examine timely topics, issues, and problems. The course description is developed each time the course is offered to describe the topics to be investigated.

HED 4295 Internship in College and University Administration (1-6 Credits)
Supervised experience in administration at college or university level. Prerequisites: EDUC 4210, EDUC 4211, EDUC 4220.

HED 4296 Internship in Public Policy (1-6 Credits)
Supervised experience in postsecondary public policy analysis or research, usually at a state or national compact or agency in the Denver-Boulder area. Recommended prerequisites: HED 4210, HED 4211, HED 4212, HED 4221, HED 4242, HED 4243.

HED 4297 Internship in College Teaching (1-6 Credits)
Supervised experience in teaching at college level. Prerequisites: HED 4210, HED 4211, HED 4280 at the doctoral level; HED 4217, HED 4261, HED 4280 at the master's level.

HED 4991 MA Independent Study (1-10 Credits)

HED 4992 Directed Study (1-10 Credits)

HED 4995 Research - M.A. Thesis (1-10 Credits)

HED 5991 PhD Independent Study (1-10 Credits)

HED 5992 Directed Study (1-10 Credits)

HED 5995 Dissertation Research (1-20 Credits)
Library and Information Science

Office: Katherine A. Ruffatto Hall, Room 110
Mail Code: 1999 E. Evans Avenue, Denver, CO 80208
Phone: 303-871-2509
Email: edinfo@du.edu
Web Site: http://morgridge.du.edu/programs/library-and-information-science/

Certificate in Library and Information Science with a concentration in Law Librarianship

The Certificate of Law Librarianship concentration prepares students who already hold a Masters of Library and Information Science to meet the unique challenges faced by professional law librarians. Students will gain a professional understanding of the complexity of the law, its marriage with interdisciplinary subject areas, and its dependence on both print and electronic mediums. The certificate will allow students to take courses designed to promote the competencies required of professional law librarians. The 18 quarter hour certificate will emphasize education and experience in the legal field as well as librarianship.

Master of Library Science in Library and Information Science and Master of Library Science in Library and Information Science with a concentration in School Library

Library and Information Science (LIS) has developed a distinctive program to serve the rapidly changing needs of future librarians, archivists and information professionals in the Rocky Mountain region.

As a small, face-to-face program, we get to know our students very well and connect them to the highly regarded professional network in the region (and beyond). Practitioners speak highly of our students and are eager to have DU MLIS students as interns and employees.

Program Accreditation

American Library Association
Colorado Department of Education and Colorado Commission of Higher Education —For the Teacher-Librarian/School-Librarian concentration

Certificate in Library and Information Science with a concentration in Law Librarianship

- Masters of Library and Information Science

Application Materials

- Online Application for Graduate Admission
- One (1) official transcript from each college/university where at least 1 credit has been earned, mailed directly to DU
- 2 Letters of Recommendation (uploaded online by recommender)
- Statement of Professional Goals
- Current Vita/Resume
- $65 Application Fee: The application fee may be paid with a credit card at the time of submission. The application fee may also be paid on a bank draft or personal check drawn from a U.S. bank.

Master of Library Science in Library and Information Science

- An earned bachelor’s degree

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Certificate in Library and Information Science with a Concentration in Law Librarianship

**Degree Requirements**

**Coursework Requirements**

Core coursework: 10 credits in Law Librarianship

Elective requirements: 8 Elective credits

Minimum number of credits required for certificate: 18

Master of Library Science in Library and Information Science

**Degree Requirements**

**Coursework Requirements**

**LIS CORE and REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>LIS 4000</td>
<td>Foundations of Library, Archival, and Information Science</td>
<td>4</td>
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<tr>
<td>LIS 4010</td>
<td>Organization of Information</td>
<td>4</td>
</tr>
<tr>
<td>LIS 4015</td>
<td>User and Access Services</td>
<td>4</td>
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<tr>
<td>LIS 4040</td>
<td>Management of Information Organizations</td>
<td>4</td>
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<tr>
<td>LIS 4050</td>
<td>Library and Information Technologies</td>
<td>4</td>
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<tr>
<td>RMS 4900</td>
<td>Education Research and Measurement</td>
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<tr>
<td>LIS 4910</td>
<td>Practicum Experience</td>
<td>4</td>
</tr>
<tr>
<td>or LIS 4901</td>
<td>Capstone Course</td>
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</table>

**Elective requirements**

30 Elective credits

Total Credits 58

**Non-coursework Requirements**

- Portfolio

Master of Library Science in Library and Information Science with a Concentration in School Library

**Degree Requirements**

**Coursework Requirements**

**LIS CORE and REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 4000</td>
<td>Foundations of Library, Archival, and Information Science</td>
<td>4</td>
</tr>
<tr>
<td>LIS 4010</td>
<td>Organization of Information</td>
<td>4</td>
</tr>
<tr>
<td>LIS 4015</td>
<td>User and Access Services</td>
<td>4</td>
</tr>
<tr>
<td>LIS 4040</td>
<td>Management of Information Organizations</td>
<td>4</td>
</tr>
<tr>
<td>LIS 4050</td>
<td>Library and Information Technologies</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 58
RMS 4900  Education Research and Measurement  4
LIS 4911  Elementary School Practicum  4
& LIS 4912  and Secondary School Practicum

Concentration requirements
LIS 4060  Reference  3
LIS 4070  Cataloging & Classification  3
LIS 4321  Collection Management  3
LIS 4510  Children's Materials and Services  3
LIS 4520  Young Adult Materials & Services  3
LIS 4508  Early Childhood Materials and Services  3
or LIS 4350  Adult Materials & Services

Elective requirements
12 Elective credits  12

Total Credits  58

1  Or another literacy or literature class as approved by your advisor.

Non-coursework Requirements
- Portfolio

Courses

LIS 4000 Foundations of Library, Archival, and Information Science (4 Credits)
An overview of the theoretical and conceptual foundations of library, archival, and information sciences and an introduction to the information professions, including principles, values, professional organizations, publications, current and future challenges.

LIS 4010 Organization of Information (4 Credits)
This course introduces basic concepts in the theoretical, practical, and technological aspects of information organization. It provides an overview of the methodologies for organizing and representing information resources in the library, archives, and museum settings.

LIS 4011 Information Access & Retrieval (3 Credits)
Using systems for information discovery, access, and retrieval requires an understanding of characteristics of information storage media (books, videos, floppy disks, hard disks, CD-ROM, etc.), information transmission (digital and analog), and query logic. It also requires understanding the various systems for organizing types of information, including textual information, numeric, geographic, and image files. The current and existing technologies and software aiding information access and retrieval will be explored in this course. Students will experience and discuss searching systems for all types of information files stored in various media and accessed by the use of both analog and digital telecommunications systems. Prerequisite: LIS 4010.

LIS 4015 User and Access Services (4 Credits)
Overview of human information processing and user services in the changing information environment and different communities of practice. This course introduces the concepts of user information needs, seeking, and processing as a foundation for understanding users and designing user-centered information services. The course examines both traditional reference and current/emerging information services in different settings and populations. Course also introduces the concepts of information literacy, user education, and assessment of information services. Recommend prerequisite: LIS 4015.

LIS 4040 Management of Information Organizations (4 Credits)
An introduction to current theory and practice of management in information organizations through the study of organizations, communications, decision making, planning, leadership, human resources and budgeting. Prerequisite: LIS 4000 or instructor approval.

LIS 4050 Library and Information Technologies (4 Credits)
A foundation course on the applications of information and communications technology in libraries and information agencies. Integrated library systems and the acquisition, evaluation, and implementation of library automation solutions, including electronic resource management systems are explored. The course further introduces database design, Internet technology, web services, cloud computing, computer networks, telecommunications, and computer security. Hardware, software, and other productivity tools and utilities from organizations such as OCLC, Amazon, and Google are discussed.

LIS 4060 Reference (3 Credits)
Information resources include a number of different kinds of reference materials in a wide variety of formats. These include guidebooks, encyclopedias and dictionaries, indexes and abstracts, handbooks, bibliographies, biographical finding tools and biographies, data sets and much more. Many of these resources are available on-line, as well as in print and other digital formats. This course will help students identify and evaluate the most likely resources for information queries in particular settings. It will also provide the opportunity to find answers to real research questions. The course will cover the primary resources for the broad disciplines of business, humanities, sciences, social sciences and government publications in print and electronic formats. Class exercises will reflect the multidisciplinary and multicultural interests and characteristics of library users. Prerequisite: LIS 4015. Recommended prerequisites: LIS 4000 and LIS 4011.
LIS 4070 Cataloging & Classification (3 Credits)

LIS 4101 Information Science (3 Credits)
Survey of historical and contemporary concepts and issues in information retrieval, including text, images and audio/video content. Theory and practice of how knowledge is represented, structured and retrieved in information systems past, present and future.

LIS 4102 User-Centered Design (3 Credits)
Principles and strategies of the design of information systems that address the needs and preferences of users in a fundamental way. Engaging users in the process of iterative design, from needs assessment to testing and evaluation.

LIS 4110 Teaching and Learning with Technology (3 Credits)
A foundation course about the science of effective teaching and the role of technology and media to enhance learning outcomes. This course engages students with skills and knowledge required to incorporate effective media and technology to support the teaching and learning activity. The course primarily explores a wide-range of appropriate educational media and technology that facilitate preparation, presentation, and delivery of content. Most importantly, tools and educational technologies that promote best practices in both classroom interaction and expanding the learningscape outside the classroom are explored. Theories, principles, and strategies supported by the science of learning to improve the learning outcome are discussed.

LIS 4203 Competitive Intelligence (3 Credits)
In today's corporate environment, knowledge about competitors is critical for organizational survival. This course explores the need for competitive strategies and systems. The processes and systems are discussed in the various contexts: product-oriented, customer-oriented, financial, and behavioral. The trends, research, role of the information professional, and methodologies are related to the global environment of business and the change in focus from internal to external information orientation. The use of Internet and web-based strategies and the negative side of competitive intelligence are discussed.

LIS 4204 Legal Issues in Knowledge Management (3 Credits)
This course introduces students to the law as it affects libraries and information organizations. Topics covered include personnel/employment matters, copyright, creative commons licenses, contracts and licensing agreements, digital rights management, privacy concerns, and malpractice issues.

LIS 4206 Web Content Management (3 Credits)
This course will include instruction in web page creation, selection, and evaluation of web content as well as web site management. Selection of web page content will be discussed in the context of organizational knowledge management and competitive intelligence needs. Differences in information needs for provision of public information and competitive intelligence on Internet pages versus the organizational information needs of Intranets in knowledge management will be explored. This course also will address human-computer interface design to allow web page designers to create effective web pages according to established principles of design.

LIS 4301 Information Seeking Behaviors (3 Credits)
This course explores various models of information-seeking behavior, and how information delivery systems can be designed to meet the needs of users in a variety of information agencies and settings. It examines assessment and evaluation tools used to judge information system effectiveness. Prerequisite: LIS 4000 or instructor approval.

LIS 4321 Collection Management (3 Credits)
Topics addressed in this course include collection development and access policies, selection methods and practices, collection assessment, preservation and conservation, de-selection, treatment of rare material, manuscripts and archives, U.S. government publications, non-book and digital formats management, juvenile, and other special materials.

LIS 4330 Library Instruction (3 Credits)
This course provides an introduction to the principles of library instruction and information literacy including a historical overview of their place within the profession. Emphasis is on instruction within an academic setting, but students will learn important educational theories that can be applied to a variety of settings. ACRL and AASL standards will be examined as well as types of instruction, instructional design, collaboration with faculty, various competencies, assessment, and lifelong learning. The class has a strong emphasis on public speaking, communication skills, and the practical application of educational theory.

LIS 4350 Adult Materials & Services (3 Credits)
This course provides the student with an opportunity to explore readers advisory service from a customers perspective. Students study the readers advisory literature and examine all types of genre fiction. Lecture, readings and class discussion will focus on specific genres and authors within them. Students will also be required to read in all the genres.

LIS 4362 Government Publications Resources (2 Credits)
The U.S. government is the world's most prolific publisher, both for tangible and electronic formats. This class will cover the origin, nature, and scope of federal publications and issues related to management, organization, access, and reference services in a federal depository library. Technical/managerial aspects will cover acquisitions, organization, maintenance, bibliographic control, and technical processing. The reference component will cover congressional, presidential, executive branch, and judicial publications in all formats, together with their finding aids.
LIS 4372 Medical Librarianship (3 Credits)
Overview of information sources and services in health sciences libraries. Principles and practices of medical librarianship as well as sources and services in consumer health information, evidence-based resources, drug and chemical information, systematic reviews and guidelines are covered. In addition, concepts related to health informatics, including search tools and technologies for gene and protein information are discussed.

LIS 4373 Business Resources (2 Credits)
This course provides the student with an opportunity to explore information resources in business and economics. It is a companion course to LIS 4060, Reference. Lecture, readings, class discussion, and exercises will address all formats of materials including print, non-print, electronic, and web resources.

LIS 4374 Legal Reference & Resources (3 Credits)
This course provides students with an opportunity to explore the unique challenges that reference services pose in a legal environment. Lecture, readings, and class discussions as well as practical experience allow students to synthesize course content. Prerequisite: LIS 4060.

LIS 4375 Science & Technology Resources (2 Credits)
This course provides the student with an opportunity to explore information resources in science and technology materials. It is a companion course to LIS 4060, Reference. Lecture, readings, class discussions, and exercises will address all formats of materials including print, non-print, electronic, and web resources.

LIS 4377 Arts & Humanities Resources (2 Credits)
This course provides the student with an opportunity to explore information resources in arts and humanities materials. It is a companion course to Reference (LIS 4060). Lecture, readings, class discussions, and exercises will address all formats of materials including print, non-print, electronic, and web resources.

LIS 4379 Social Sciences Resources (2 Credits)
This course provides the student with an opportunity to explore information resources in social sciences. It is a companion course to LIS 4060, Reference. Lecture, readings, class discussions, and exercises will address all formats of materials including print, non-print, electronic, and web resources.

LIS 4404 Metadata Architectures (3 Credits)
Provides an overview of the principles and theories of metadata development in the digital environment. Focuses on the design and application of metadata schemas for distinct domains and information communities, issues in metadata interoperability, vocabulary control, quality control and evaluation. Examines international standards, activities and projects. Prerequisites: LIS 4000, LIS 4010, LIS 4070 or LIS 4800 or LIS 4801.

LIS 4508 Early Childhood Materials and Services (3 Credits)
This course prepares librarians to work with infants, toddlers and preschoolers, from birth to age five, and their parents and caregivers, in libraries and pre-school settings. Topics include child development, picture books, materials selection, collection development (print and non-print), programming, story time techniques and promotion. Skills for incorporating early literacy information into early childhood programs and services using “Every Child Ready to Read” methods are introduced and appropriate materials to teach and model the skills are emphasized. Students practice story time techniques and methods for engaging children and adults in pre-literacy skills.

LIS 4510 Children's Materials and Services (3 Credits)
This course is designed to prepare librarians to work with children (ages birth to 12 years) in school and public libraries. Topics covered include children's development, reading interests and needs, materials selection, collection development (including print and non-print materials), discussions of specific genres, reading motivation skills, designing a children's area, and developing various programming ideas. Students read/view/listen to and evaluate a wide variety of materials for and about this age group, prepare and present booktalks and stories, become familiar with review sources, and design a one-year plan for youth services in a school or public library.

LIS 4511 Storytelling (2 Credits)
The course teaches librarians the skills, techniques, and procedures for developing and implementing a storytelling Program for children, young adults, or adults. The history of storytelling, its place in the school or public library, and in our culture as a whole, will be included. Students will read a wide variety of stories, learn techniques to adapt them for various settings and groups, demonstrate their ability to tell stories and to develop storytelling programs for two different age groups.

LIS 4520 Young Adult Materials & Services (3 Credits)
This course prepares librarians to work with young adults (ages 12-18) in school and public libraries. Topics covered include young adult development, reading interests and needs, materials selection, collection development (including print and non-print materials), and discussions of specific genres, reading motivation skills, designing a YA area, programming, and intellectual freedom issues. Participants will read/view/listen to and evaluate a wide variety of materials for and about this age group, prepare and present booktalks, become familiar with review sources, and design a one-year plan for a YA department in a small school or public library.

LIS 4610 Alternative Careers-Librarians (3 Credits)
This course will explore the many different types of jobs and careers open to individuals with library-type skills. It will cover both traditional library jobs, for example, law librarianship, archivist work, corporate librarianship, school librarianship, and records management, as well as non-traditional career choices such as information brokerage, publishing, and information advising.
LIS 4700 Topics in LIS (1-5 Credits)
This flexible library and information science course will provide students with the opportunity to explore issues of current importance in the field. Topics and credit hours will vary and will address subjects such as emerging technologies, new methodologies, specific reader services, standards and practices, and social and economic trends in the profession. Prerequisite courses may be recommended or required as determined by the content of the specified course.

LIS 4750 Legal Research I (3 Credits)
Law librarians require a special set of research skills to be effective. This course introduces students to legal materials generated by the Executive/Administrative, Legislative, and Judicial branches of the U.S. government. Students develop research strategies for answering legal questions using primary and secondary resources and learn to relate the various sources of authority to the structure of the U.S. government. Emphasis is placed on print materials and learning foundational research strategies.

LIS 4751 Legal Research II (3 Credits)
Building upon the foundations developed in Legal Research I, this course introduces students to advanced research strategies and specialized materials. Students are given complex legal issues to research using a variety of online and print resources. Focus is placed upon developing efficient and cost-effective research techniques and strategies. Prerequisite: LIS 4750.

LIS 4756 Legal Database Research (3 Credits)
This course introduces students to legal databases. Students examine various databases in detail to uncover the strengths and weaknesses of search functions, evaluate content, accuracy, and completeness, and determine which databases meet different needs. Both fee-based and free databases are explored in depth. Prerequisite: LIS 4011.

LIS 4800 Intro Archives & Records Mgmt (3 Credits)
This course provides an introduction to the objectives and methods of the archival and records management professions including an overview of terminology, issues, and common practices. The systematic control of records throughout their life cycle from creation through processing, distribution, organization, retrieval, and archival disposition will be covered. Prerequisites: LIS 4000 and LIS 4010; or instructor permission.

LIS 4801 Archival Appraisal (3 Credits)
Archival appraisal is the most critical function of an archivist's work. Determining continuing value affects all other archival functions, and impacts individual, organizational, and societal memory. The purposes of this course are to introduce students to the basic theories, principles, techniques, and methods that archivists use for identifying and selecting information or evidence with continuing or enduring value and to enable students to compare and contrast archival appraisal to related activities in other fields. Prerequisite: LIS 4800.

LIS 4802 Archival Arrangement & Description (3 Credits)
This course looks at the theory and practice of archival arrangement and description and the methods and means for providing intellectual access to the content of archival materials. Prerequisites: LIS 4010 and LIS 4800 or permission of instructor.

LIS 4803 Preservation and Conservation (3 Credits)
An overview that includes the historical foundations of library and archival preservation, contemporary challenges and issues, and current preventative and response practices. The course covers: the origin and development of professional preservation and conservation practice - including ethics and principles, aspects of the history of books and printing that are relevant to material deterioration and treatment or reformatting options, environmental monitoring and control, disaster preparedness and response, collection management strategies, reformatting practices of non-book formats, and repair and conservation treatment of collection materials. Prerequisite: LIS 4800 or approval of instructor.

LIS 4804 Digital Objects & Collections (3 Credits)
This course is designed to be an exploration of the intersection of library and archival traditions and the world of interoperable digital libraries. It will examine the existing and developing methodologies for creating, managing, preserving, and creating access to electronic records and digital objects. Topics covered include content creation standards and best practices, metadata, interoperability, sustainability, scalability of management systems, and concepts related to designing access tools and delivery systems. While not a technical course, discussion of technology and its application to digital library practices will be a major theme. Prerequisite: LIS 4010.

LIS 4805 Advanced Records Management (3 Credits)
This course covers the establishment of information maintenance plans, evaluations and audits of records and information management Programs, the records and information survey, retention policies and legal requirements, and techniques for integrating automation to records and information management. Prerequisite: LIS 4800 or instructor permission.

LIS 4810 Digital Libraries (3 Credits)
This course provides a theoretical foundation for the study of digital libraries and discusses the technological, organizational, social, and legal issues associated with the development and use of digital libraries. Through this course students develop an understanding of digital library components and explore theoretical and practical approaches to constructing, maintaining, and evaluating digital libraries. Topics examined include digital library definitions, design and architecture of digital libraries. Topics examined include digital library definitions, design and architecture of digital libraries, information access in the digital library environment, digital library users and user services, data repositories, digital curation, digital preservation, digital library evaluation, and digital librarianship.
LIS 4820 Digitization (3 Credits)
The course offers an introduction to issues and trends in planning, developing and managing digitization projects at libraries, archives, and museums. The focus of the course is on the conversion process of analog materials into the digital format, online delivery, and preservation of master files. The course discusses collection development policy for digital projects, copyright, digital imaging technology, digitization standards and best practices for text, images, audio, and video, metadata for cultural heritage collections, delivery platforms, preservation, project management, sustainability, documentation, promotion, and evaluation of digital projects.

LIS 4901 Capstone Course (4 Credits)
Students in this course will design and complete a project to demonstrate the ability to integrate and synthesize their masters course work and apply their knowledge to a topic. The class meets with an instructor regularly over the nine-week summer quarter. The instructor monitors and guides the students to ensure that they complete the phases of the project in accordance with the proposed timeline and goals. Evaluation will be based on individual performance, with respect to the quality and professionalism of the research, the management of the project, and analytical and writing skills. Prerequisite: Minimum of 45 quarter hours of graduate LIS course work completed, including all core courses, a proposal approved by the academic advisor and faculty permission.

LIS 4910 Practicum Experience (4 Credits)
This course is designed to supplement the classroom experience by giving students practical experience working in a library or information agency. Various options are available to students depending on their areas of interest and specialization. Opportunities for experience include fields of medicine, law, art, public, and academic libraries. It is the students responsibility to select a practicum site and a field supervisor, who must be approved by LIS faculty. One hundred hours of service over a 10-week quarter are required. The student, faculty, and field supervisor will determine specific requirements for the final paper or report. Students must notify the LIS academic advisor one quarter before enrolling in the Practicum Experience. Prerequisite: Completion of a minimum of 38 quarter hours of graduate LIS coursework, including all core courses.

LIS 4911 Elementary School Practicum (2 Credits)
This course is designed to provide elementary school practical experience for teacher-librarians by working a minimum of 80 hours in an elementary school library. Prerequisite: Students must have completed most of the required coursework for the degree before enrolling in the Practicum.

LIS 4912 Secondary School Practicum (2 Credits)
This course is designed to provide secondary school practical experience for teacher-librarians by working a minimum of 80 hours in middle or high school library. Prerequisite: Students must have completed most of the required coursework for the degree before enrolling in the Practicum.

LIS 4920 Service Learning in LIS (1-4 Credits)
This course is designed to supplement the classroom experience by giving students an opportunity to participate in a service learning project. Students will propose an independent study component highlighting the learning aspects of the project. The experience should provide practical work in a library or information agency. Various options are available to students depending on their areas of interest and specialization. Opportunities for experience include many areas related to the information needs of an underserved population. It is the students responsibility to select a site and a field supervisor. The student, faculty coordinator, and field supervisor will work together to establish the goals and objectives of the experience. A minimum of 40 hours of service is required for two quarter hours of credit.

LIS 4991 MA Independent Study (1-10 Credits)
Independent study projects allow students more in-depth investigation of the many facets of library and information science. Students must work with an approved faculty advisor and submit a proposal outlining the objectives, scope, outcomes, and evaluation criteria. The faculty advisor and the department director must approve proposals. Prerequisites: Completion of a minimum of 30 quarter hours of graduate LIS coursework, including all core courses and a minimum GPA of 3.0.

LIS 4992 Directed Study (1-10 Credits)

Research Methods and Statistics

Office: Katherine A. Ruffatto Hall, 110
Mail Code: 1999 E. Evans Avenue, Denver, CO 80208
Phone: 303-871-2509
Email: edinfo@du.edu
Web Site: http://morgridge.du.edu/programs/research-methods-and-statistics/

Master of Arts in Research Methods and Statistics

The goal of the Research Methods and Statistics (RMS) MA Program is to enhance the development and use of research in education and the social and health sciences with a specific focus on program evaluation. Our faculty will equip students with cutting-edge research skills, creative educational vision, social responsibility, and sufficient experience in application of your skills and knowledge to achieve mastery. We are committed to shaping a safe, sustainable, democratic and just world and believe that high-quality research is one approach to doing this.

The education and social and health sciences fields have a growing need for professionals with strong skills in research design, statistics, qualitative and mixed methods, and data analysis. The RMS MA Program provides the courses and experiences necessary to conduct effective social science research.
Graduates with RMS MA degrees hold professional positions at program evaluation and testing companies, universities, school districts and state agencies, among others.

**Doctor of Philosophy in Research Methods and Statistics**

The goal of the Research Methods and Statistics (RMS) PhD Program is to produce students with state-of-the-art skills needed to conduct research in education and the social and health sciences. Our faculty equip students with cutting-edge research skills, creative educational vision, social responsibility, and sufficient experience in the application of these skills and knowledge to achieve mastery. We are committed to shaping a safe, sustainable, democratic, and just world and believe that high-quality research is one approach in achieving this goal.

The education and social and health sciences fields have a growing need for professionals with strong skills in research design, statistics, qualitative and mixed methods, and data analysis. The RMS PhD Program provides the courses and experiences necessary to conduct and supervise effective social science research.

Graduates with RMS PhD degrees hold leadership positions in testing and program evaluation companies, universities, school districts, and state agencies, among others.

**Master of Arts in Research Methods and Statistics**

- Admission to the master’s program requires a BA or BS degree.

**Application Requirements**

- Online Application for Graduate Admission
- One (1) official transcript from each college/university where at least 1 credit has been earned, mailed directly to DU
- Graduate Record Exam (GRE) official score report (taken within the last five years)
- 2 Letters of Recommendation (uploaded online by recommender)
- Statement of Professional Goals
- Current Vita/Resume
- $65 Application Fee: The application fee may be paid with a credit card only at the time of submission. The application fee may also be paid on a bank draft or personal check drawn from a U.S. bank.

**Doctor of Philosophy in Research Methods and Statistics**

- Admission to the doctoral program requires a MA degree.

**Application Requirements**

- Online Application for Graduate Admission
- One (1) official transcript from each college/university where at least 1 credit has been earned, mailed directly to DU
- Graduate Record Exam (GRE) official score report (taken within the last five years)
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**Master of Arts in Research Methods and Statistics**

**Degree requirements**

**Coursework requirements**

1. **Morgridge College of Education requirement**

   Complete one of the following courses:
   
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMS 4920</td>
<td>Educational Measurement</td>
</tr>
<tr>
<td>or RMS 4921</td>
<td>Psychometric Theory</td>
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</table>

2. **Program requirements**

   A. Research Design

   Complete all of the following courses:
   
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>RMS 4931</td>
<td>Survey and Design Analysis</td>
</tr>
<tr>
<td>RMS 4930</td>
<td>Empirical Research Methods</td>
</tr>
<tr>
<td>RMS 4952</td>
<td>Research Ethics</td>
</tr>
</tbody>
</table>
RMS 4932  Meta-Analysis Social Science Research
RMS 4941  Introduction to Qualitative Research

**B. Statistics**

Complete both of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>RMS 4910</td>
<td>Introductory Statistics</td>
</tr>
<tr>
<td>RMS 4911</td>
<td>Correlation and Regression</td>
</tr>
<tr>
<td>or PSYC 4300</td>
<td>Correlation and Regression</td>
</tr>
</tbody>
</table>

**C. Evaluation**

Complete the following course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMS 4960</td>
<td>Program Evaluation Theory¹</td>
</tr>
</tbody>
</table>

Select one of the following:

- CFSP 4363  Child, Family, School Psychology Program Development and Evaluation
- INTS 4333  International Project Analysis
- PPOL 4500  Cost-Benefit Analysis/Pub Pol
- ADMN 4820  School Administration: Program and Evaluation
- CNP 4730   Counseling Psychology Program Development and Evaluation
- RMS 4962   Program Development and Assessment

**D. Practicum**

Complete the following course:

<table>
<thead>
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<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMS 4980</td>
<td>Practicum in Research</td>
</tr>
</tbody>
</table>

**E. Cognate requirements**

Complete a minimum of 5 credits

**Total Credits**

| Credits | 45 |

¹ Required

**Minimum number of credits required for degree: 45 credits**

**Non-coursework Requirements**

- Practicum
- MA comprehensive exam or Thesis

**Doctor of Philosophy in Research Methods and Statistics**

**Degree requirements**

**Coursework requirements**

**I. Morgridge College of Education requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMS 4910</td>
<td>Introductory Statistics</td>
</tr>
<tr>
<td>RMS 4930</td>
<td>Empirical Research Methods</td>
</tr>
<tr>
<td>RMS 4941</td>
<td>Introduction to Qualitative Research</td>
</tr>
<tr>
<td>RMS 5995</td>
<td>Independent Research (Minimum 10 credits, must register for at least 1 hr per Fall, Winter &amp; Spring after most coursework is completed until Graduation)</td>
</tr>
</tbody>
</table>

**II. Program requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFSP 4000</td>
<td>Assessment for Non-Psychologists</td>
</tr>
</tbody>
</table>

**B. Measurement**

Complete all of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMS 4921</td>
<td>Psychometric Theory</td>
</tr>
<tr>
<td>RMS 4922</td>
<td>Item Response Theory</td>
</tr>
<tr>
<td>RMS 4932</td>
<td>Meta-Analysis Social Science Research</td>
</tr>
</tbody>
</table>
Complete all of the following courses:

<table>
<thead>
<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>RMS 4940</td>
<td>Structural Foundations of Research in Social Sciences ¹</td>
</tr>
<tr>
<td>RMS 4942</td>
<td>Qualitative Data Collection and Analysis</td>
</tr>
<tr>
<td>RMS 4960</td>
<td>Program Evaluation Theory</td>
</tr>
<tr>
<td>RMS 4951</td>
<td>Mixed Method Research Design</td>
</tr>
<tr>
<td>RMS 4952</td>
<td>Research Ethics</td>
</tr>
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</table>

Select at least one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>RMS 4959</td>
<td>Topics in Research Design ¹</td>
</tr>
<tr>
<td>RMS 4947</td>
<td>Arts-Based Research ¹</td>
</tr>
<tr>
<td>RMS 4946</td>
<td>Advanced Qualitative Research ¹</td>
</tr>
<tr>
<td>RMS 4931</td>
<td>Survey and Design Analysis ¹</td>
</tr>
<tr>
<td>RMS 4945</td>
<td>Community-Based Research ¹</td>
</tr>
</tbody>
</table>

D. Statistics 23-28

Complete all of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMS 4911</td>
<td>Correlation and Regression</td>
</tr>
<tr>
<td>or PSYC 4300</td>
<td>Correlation and Regression</td>
</tr>
<tr>
<td>RMS 4912</td>
<td>Analysis of Variance</td>
</tr>
<tr>
<td>or PSYC 4330</td>
<td>Analysis of Variance</td>
</tr>
<tr>
<td>RMS 4913</td>
<td>Multivariate Analysis</td>
</tr>
<tr>
<td>RMS 4915</td>
<td>Hierarchical Linear Modeling</td>
</tr>
<tr>
<td>RMS 4914</td>
<td>Structural Equation Modeling</td>
</tr>
<tr>
<td>or PSYC 4350</td>
<td>Structural Equation Modeling for the Social Sciences</td>
</tr>
<tr>
<td>RMS 4916</td>
<td>Latent Growth Curve Modeling</td>
</tr>
<tr>
<td>RMS 4919</td>
<td>Topics in Statistics</td>
</tr>
</tbody>
</table>

E. Practicum 3

Complete the following course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMS 4980</td>
<td>Practicum in Research</td>
</tr>
</tbody>
</table>

F. Cognate credits 20

Total Credits 90

¹ Optional

A minimum of 90 credit hours is required beyond the earned master’s degree. No credit hours from the earned master’s degree can be transferred into the PhD.

Non-coursework requirements

• Doctoral comprehensive exam
• Dissertation

Courses

RMS 4900 Education Research and Measurement (4 Credits)
This course is intended for Master’s degree students in the College of Education. Quantitative research designs, empirical methods of data collection and interpretation, and measurement issues in research are examined.

RMS 4910 Introductory Statistics (5 Credits)
This beginning statistics course examines use and interpretation of statistics in educational and human services research, including descriptive and inferential techniques. Cross listed with SOWK 5930.

RMS 4911 Correlation and Regression (4 Credits)
This course focuses on the study of correlation and multiple regression research designs and their application to educational and social science programs. Cross listed with SOWK 5202. Prerequisite: RMS 4910.

RMS 4912 Analysis of Variance (5 Credits)
Conceptual and applied analyses of one-way through factorial nested analysis of variance designs and multivariate analysis of variance are presented. Prerequisite: RMS 4910.
RMS 4913 Multivariate Analysis (5 Credits)
Conceptual and applied analyses of common multivariate statistical techniques used in research in social sciences are presented as are assumptions and limitations of techniques and interpretation of results. Cross listed with SOWK 5950. Prerequisite: RMS 4911.

RMS 4914 Structural Equation Modeling (5 Credits)
This course covers major applications of and issues related to covariance structure modeling, specifically confirmatory factor analysis and latent variable path modeling; types of research applications for which covariance structure modeling analyses are appropriate. Prerequisite: RMS 4911.

RMS 4915 Hierarchical Linear Modeling (4 Credits)
This course introduces models that extend multiple regression to analysis of nested data structures common in education and other social sciences. Application of those methods to various forms of multilevel data, including repeated measure (growth trajectory) data is emphasized. Prerequisite: RMS 4911.

RMS 4916 Latent Growth Curve Modeling (4 Credits)
This course covers advanced issues in longitudinal data analysis using structural equation modeling and hierarchical linear modeling with latent variables. It involves both conceptual development and practical implementation of longitudinal data analysis. This course is intended to be a hands-on approach to working with data and addressing research questions that can be best answered by longitudinal data. Prerequisite: RMS 4914.

RMS 4917 Computer Applications in Social Science Research (3 Credits)
This course focuses on use of statistical software and other appropriate software programs in the analysis of quantitative data. Prerequisite: RMS 4910.

RMS 4919 Topics in Statistics (1-5 Credits)
Topics vary by quarter but may include log-linear analysis, factor analysis, or missing data analysis.

RMS 4920 Educational Measurement (3 Credits)
This course examines the meaning, characteristics, and processes of educational measurement and evaluation. Development and interpretation of both standardized and informal tests are considered.

RMS 4921 Psychometric Theory (3 Credits)
This course examines major psychometric theories (e.g., classical, item response) as related to reliability, generalizability, validity, and item analysis methods. Prerequisite: RMS 4910.

RMS 4922 Item Response Theory (3 Credits)
Theory and methods for the educational and psychological measurement of latent variables using item response theory are covered in this course. Prerequisite: RMS 4921.

RMS 4929 Topics in Psychometrics (1-3 Credits)
Topics vary, but include: large scale testing, computer applications of item response theory, affective measure construction, generalizability theory, additive conjoint measurement, and standing testing. Prerequisite: RMS 4921 or instructor permission.

RMS 4930 Empirical Research Methods (3 Credits)
This course provides in depth study of empirical research methods involved in experimental, quasi-experimental, correlational, and single-subject designs.

RMS 4931 Survey and Design Analysis (3 Credits)
Survey techniques, needs assessment, item construction, sampling, maximizing response rates and data analysis; survey construction and data analysis are required. Prerequisite: RMS 4910.

RMS 4932 Meta-Analysis Social Science Research (3 Credits)
This course examines meta analytic techniques in the social sciences. Included are discussions of review of critical data bases, coverage of all major methods of data collection and analysis, and coverage of how best to present meta analytic findings for publication. Prerequisite: RMS 4910.

RMS 4939 Topics in Quantitative Research Methods (1-5 Credits)
Topics vary, but include minimization as an alternative to randomization, propensity score modeling as an alternative to experimental control, and analysis of data from single-subject designs. Prerequisite: RMS 4930.

RMS 4940 Structural Foundations of Research in Social Sciences (3 Credits)
This introductory course on epistemology and research includes discussion of identification and development of problems for research; introduction to basic quantitative and qualitative methods of conducting research in social science settings, ethnographic, and criticism methods.

RMS 4941 Introduction to Qualitative Research (4 Credits)
This course is designed to provide students with more in-depth understanding of naturalistic, qualitative research methods. It is assumed that students enrolling in this course have already completed an introductory research methods course in either education or another discipline. Purposes and questions posed in their course include: Why should a researcher choose to conduct a qualitative study? How are data collection strategies carried out in a qualitative research design? What are some of the ethical concerns that impact qualitative research?

RMS 4942 Qualitative Data Collection and Analysis (4 Credits)
In this intermediate level qualitative research course students learn about design, purposeful sampling, field work, observational approaches, and interviews, with special attention directed to the skills and competencies needed to gather and analyze high quality data. Prerequisite: RMS 4941 or instructor permission.
RMS 4943 Computer Applications in Qualitative Research (3 Credits)
Review of assumptions of qualitative designs, types of qualitative approaches and current data-analysis techniques; computer software to analyze qualitative data.

RMS 4944 Action Research (3 Credits)
Definition of action research, whether it improves classroom practice, methods of conducting, strengths and weaknesses; use to improve specific aspects of educational practice, to become more reflective practitioners.

RMS 4945 Community-Based Research (4 Credits)
This class introduces the emerging philosophical and methodological issues that arise when university faculty students collaborate on research with community-based organizations. Prerequisites: RMS 4942 and RMS 4946.

RMS 4946 Advanced Qualitative Research (4 Credits)
This course introduces exemplary qualitative studies and consideration of implications for education and the social sciences, and considers the types of questions asked by qualitative researchers and methods they use, particularly observation and interviewing. Students undertake their own qualitative study to consider application of theory, techniques, and practice to their dissertation research. Prerequisite: RMS 4941 and RMS 4942 or permission of instructor.

RMS 4947 Arts-Based Research (3 Credits)
In this course students explore the ground upon which arts-based research is built and become acquainted with salient issues regarding this kind of research. We practice interviewing, observations and a few arts-based practices. Prerequisites: RMS 4942 and RMS 4946 or permission of instructor.

RMS 4949 Topics in Qualitative Research (1-5 Credits)
This seminar builds on the content of other qualitative research courses offered in the RMS program and meets the students where they are on their dissertation journey; thus learning opportunities are tailored to individual needs as far as possible. Assignments focus on the issues pertinent to the design of dissertation proposals and writing, including ethical issues and IRB preparation, theoretical/conceptual framework, literature review, methodology, data collection and analysis strategies, and various forms of representation.

RMS 4951 Mixed Method Research Design (4 Credits)
This course is designed as a fundamental exploration of mixed model and mixed method approaches. Students design mixed model and mixed method research studies with a particular emphasis on multi-site and longitudinal designs that are especially suited to educational issues. Students learn analysis approaches that incorporate previously learned quantitative and qualitative skills, and apply these in practice problem examples. Prerequisites: RMS 4911, RMS 4930 and RMS 4942.

RMS 4952 Research Ethics (1 Credit)
This course introduces ethical theory and a selection of current issues in research ethics.

RMS 4953 Topics in Data Management (1-3 Credits)
This is a preparatory course emphasizing the manipulation and analysis of data in electronic form.

RMS 4954 Grant Writing (3 Credits)
This course provides a focused overview of grant writing for educators. It examines the development of reference tools (paper, electronic, and online), websites, structuring, and writing funding requests, community collaboration and partnerships, project budgeting, management, evaluation, sustainability, and reporting activities.

RMS 4959 Topics in Research Design (1-5 Credits)
Topics vary, but include single subject design issues, minimization as an alternative to randomization, advances in quasi-experimental design. Prerequisite: RMS 4930.

RMS 4960 Program Evaluation Theory (3,4 Credits)
This course reviews theories of program evaluation and current trends in evaluation.

RMS 4961 Program Development & Evaluation (3 Credits)
This course focuses on the practice of program development and evaluation in school, business, or community agency settings. Both qualitative and quantitative methods of program evaluation are discussed. Students have the opportunity to focus on evaluation of a specific program.

RMS 4962 Program Development and Assessment (3 Credits)
This course focuses on how student affairs administrators conduct student outcomes assessment, evaluate program development, and monitor program and division budgets.

RMS 4969 Topics in Program Evaluation (1-5 Credits)
Topics vary, but include advocacy and policy change, assessment in higher education, multi-level evaluation, cost effectiveness analysis, data visualization and reporting, assessment in distance education, and evaluation in the arts and culture. Prerequisite: RMS 4960.

RMS 4980 Practicum in Research (1-5 Credits)
This course provides a supervised experience in design and implementation of an empirical research or evaluation study. Organization of research proposals, completion of human subjects applications, collection, and analysis of data are emphasized. Students are expected to prepare a written report of their project which is suitable for professional presentation or publication.
RMS 4981 Community-Based Research Practicum (1-5 Credits)
Students provide community-based research assistance to a community partner (non-profit, school, community based organization, etc). Student researchers are supervised by DU faculty. This course is an excellent opportunity to match the student's research expertise with the real needs of community partners. Prerequisite: RMS 4945.

RMS 4991 Independent Study (1-10 Credits)
This course allows Masters students in RMS to study a topic area independently in conjunction with a cooperating faculty member.

RMS 4992 Directed Study (1-10 Credits)

RMS 4995 Independent Research (1-10 Credits)
This course is for Masters students in RMS whose program requires completion of a Master's thesis.

RMS 5991 Independent Study (1-10 Credits)
This course allows Ph.D. students in RMS to study a topic area independently in conjunction with a cooperating faculty member.

RMS 5992 Directed Study (1-10 Credits)

RMS 5995 Independent Research (1-18 Credits)
This course is for Ph.D. students in RMS who are engaged in completing their doctoral dissertation.

Division of Natural Science and Mathematics

The Division of Natural Sciences & Mathematics offers graduate students the chance to collaborate with our faculty scholars to apply new knowledge and research which will change lives as well as challenge long-held ideas. Although not an inclusive list of opportunities, we offer access to resources such as the Meyer-Womble Observatory atop Mt. Evans, innovative geospatial software, a collection of high resolution fluorescence imaging systems as well as an ability to perform electron paramagnetic resonance. From the mystery of the blinking binary star system Epsilon Aurigae to the movement of an individual molecule inside a cell, the Division of Natural Sciences & Mathematics offers the expertise and resources to support your investigative journey.

Biological Sciences

Office: F.W. Olin Hall, Room 102
Mail: 2190 E. Iliff Ave., Denver, CO 80208-9010
Phone: 303-871-3661
Fax: 303-871-3471
Email: margene.brewer@du.edu
Website: http://www.biology.du.edu

Why study biology at the University of Denver?

The department of biological sciences provides opportunities for graduate training at the doctoral (PhD) or master’s (MS) level. Students earn a degree in biological studies with a concentration in either cell and molecular biology or biology, ecology and evolution. Both program tracks involve a combination of course work, lab or field research and a defended thesis. Students begin their thesis research under the direction of a faculty member during the first year. All students are expected to present their work at scientific meetings and publish their work in peer-reviewed scientific journals. Doctoral students also have the opportunity to participate in teaching undergraduate courses.

Research Areas

The PhD and MS programs are centered on primary research that coincides with faculty experience and expertise. Students will conduct their research in a university environment using state-of-the-art techniques and facilities. The current research emphases of the department are

- Cell and molecular biology (biophysics, neuroscience, cell signaling and physiology, developmental biology, aging, molecular forensics and molecular evolution) is supported by major research facilities that include real-time PCR instruments, a DNA WAVE HPLC, a Hitachi transmission electron microscope and an Olympus Fluoview 1000 confocal microscope and other advanced imaging systems.
- Biology, ecology and evolution (conservation biology, restoration ecology, molecular evolution, animal behavior) takes advantage of unique field study sites that include an alpine research station on Mt. Evans in the Arapaho National Forest and collaborative research opportunities with the Denver Botanic Gardens and the Rocky Mountain Center for Conservation Genetics and Systematics.

Following are the simple steps to apply for graduate study in Biological Sciences at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies at gradinfo@du.edu.

Apply Online / Application Deadlines

- Applications (https://du-grad.edu.185r.net/application) for graduate study in Biological Sciences at the University of Denver must be submitted online.
• All online materials must be submitted, and all supplemental materials must be postmarked, by the program's stated deadline: January 1 for fall quarter admission. The biology department accepts applications after this date on a rolling basis until all positions are filled.

• A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements

• The Biological Sciences graduate programs require a bachelor's degree from a regionally accredited college or university in biology or related field. Students with an undergraduate major in chemistry, physics or mathematics and minimal preparation in biological sciences also will be considered but may be required to take undergraduate courses when the prerequisites are lacking. Course prerequisites include: one year of general chemistry, one year of calculus (recommended), one year of physics, two years of biology and one year of organic chemistry.

Transcripts

• Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.

• The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.

• Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program's stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early.

• The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/ American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.

Test Scores

• Application to the MS and PhD programs require the Graduate Record Examination (GRE) general test. The subject test is not required. Scores must be received directly from the appropriate testing agency by the program's stated deadline. The institution code for the University of Denver is 4842.

Language Proficiency

• Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual for complete English language proficiency requirements.

• Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

Personal Statement

• A personal statement of at least 300 words is required. The statement should include information concerning your life, education, practical experience, special interests and specific purpose for applying to the University of Denver. The statement should be submitted via upload through the online application process.

Recommendation Letters

• Three letters of recommendation are required from different faculty members or other professional contacts that are familiar with your potential to complete a research-based graduate degree. These letters should be solicited and uploaded by recommenders through the online application system. Letters must be received by the program's stated deadline.

Financial Support

• To be considered for federal financial aid, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline: February 15.

• Information about financial aid can be found on the Office of Financial Aid (http://www.du.edu/apply/gradfinaid) website. International students are not eligible for federal financial aid.

• Students may apply for graduate teaching assistantships through the department or for graduate research assistantships by contacting individual faculty in the department. Please visit the Department of Biology (http://www.biology.du.edu) website for further information on our faculty research interests.
Application Status

- We encourage you to be actively engaged in the admission process. You can check your application status online at https://webcentral.du.edu.

Mailing Address

- Mail official transcripts and any supplemental admission materials not submitted with the online application to:
  University of Denver
  Office of Graduate Studies
  Mary Reed Building, Room 5
  2199 S. University Blvd.
  Denver, CO 80208-4802

International Applicants

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information.
  International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.

The Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) provides complete details regarding admission requirements.

Graduate studies in the department of biological sciences provide graduate students with a set of structured core classes that establish a strong foundation of basic knowledge in cell and molecular biology or ecology and evolution and that allow the knowledge to be built upon in subsequent specialized courses and independent research. Research areas are usually linked to the interest of the supervising faculty member. The department’s current research strengths center around the two areas: cell and molecular biology (biophysics, neuroscience, neuroendocrinology, cell signaling and physiology, developmental biology, aging, molecular forensics and molecular evolution) and ecology and evolution (biogeochemistry, conservation biology, restoration ecology, molecular evolution). To complete research commitments, MS students generally work with a major professor of choice in the laboratory and/or field for about two years, while PhD students generally work for five years.

Master of Science (MS)
The MS degree in Biological Sciences involves a combination of course work and original research. A major strength of the program is the emphasis on research beginning in the first year. Nearly all students publish their work in a scientific journal. A student who completes the degree is in a strong position to pursue a range of postgraduate opportunities, including a career in biotech, academic or government lab or agency, or continued studies in a professional or PhD program.

The program requires two years of research and course work. In consultation with the adviser and Thesis Committee, the student develops a plan for independent research that culminates with a written thesis, public seminar and oral thesis defense.

The MS degree requires 45 quarter hours of graduate coursework and research credit with successful completion and defense of the MS thesis. Students select curriculum and research in either Cell & Molecular Biology or Ecology & Evolution.

Graduate Students must maintain a minimum GPA of 3.0 and make adequate progress on research as assessed by the major adviser and Thesis Committee. All graduate students are required to attend departmental seminars. In addition, students who are supported by a GTA position are expected to fulfill all obligations required of the GTA appointment.

The PhD degree is typically a 4- to 5-year program that combines coursework and extensive original thesis research. Students begin their thesis research under the direction of a faculty member during the first year. The doctoral degree carries the credential for a professional career in research or academics.

Doctoral Program (PhD)
The PhD requires 90 quarter hours of graduate coursework and research credit in either Cell & Molecular Biology or Ecology & Evolution, completion of all candidacy exams, and successful completion and defense of the PhD thesis. Up to 10 quarter hours of graduate credit (or a blanket transfer of 45 quarter hours from a previous master’s program) may be accepted as transfer credit with approval of the Departmental Graduate Committee and the Office of Graduate Studies.

PhD students are required to pass both a qualifying exam and research proposal exam to advance to candidacy.

Master of Science in Biological Sciences with a Concentration in Ecology and Evolution

Degree Requirements

Coursework Requirements

The major requirements for completion of the MS degree are 45 quarter hours of course work and research credit, and successful defense of the MS thesis. The course work includes the following graduate core curriculum:
Non-coursework Requirements

Additional requirements are attendance at all departmental seminars, a thesis based on a research project approved by the thesis committee, and a successful oral defense of the thesis.

Doctor of Philosophy in Biological Sciences with a Concentration in Ecology and Evolution

Degree Requirements

Coursework Requirements

The major requirements for completion of the PhD degree are 90 quarter hours of graduate course work and research credit, completion of all candidacy exams, and successful defense of the PhD dissertation. The course work includes the following graduate core curriculum:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>BIOL 4220</td>
<td>Grad Sem: Ecology &amp; Evolution</td>
</tr>
<tr>
<td>BIOL 4091</td>
<td>Ecology and Evolution Research Methods</td>
</tr>
<tr>
<td>BIOL 4090</td>
<td>Biostatistics</td>
</tr>
<tr>
<td>BIOL 4330</td>
<td>Foundations in Literature: Ecology</td>
</tr>
<tr>
<td>&amp; BIOL 4331</td>
<td>and Foundations in Literature: Evolution</td>
</tr>
<tr>
<td>&amp; BIOL 4332</td>
<td>and Foundations in Literature: Conservation Biology</td>
</tr>
<tr>
<td>BIOL 4231</td>
<td>Responsible Conduct in Rsrch</td>
</tr>
<tr>
<td>BIOL 4991</td>
<td>Independent Study (*)</td>
</tr>
<tr>
<td>or BIOL 4995</td>
<td>Independent Research PhD</td>
</tr>
</tbody>
</table>

* Courses that the dissertation committee judges to complement the student’s major field also may be used.

Total Credits 90

Non-coursework requirements

Additional requirements are attendance at departmental seminars, passing performance in the qualifying examination and the research proposal examination, presentation of one departmental seminar per year, completion of a research dissertation of publishable quality, and successful oral defense of the dissertation.

Master of Science in Biological Sciences with a Concentration in Cell and Molecular Biology

Degree Requirements

Coursework Requirements

The major requirements for completion of the MS degree are 45 quarter hours of course work and research credit, and successful defense of the MS thesis. The course work includes the 16-credit graduate core curriculum:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 4211</td>
<td>Advanced Cell Biology</td>
</tr>
<tr>
<td>BIOL 4310</td>
<td>Foundations in Literature: Cell and Molecular Biology (3 terms required)</td>
</tr>
<tr>
<td>BIOL 4231</td>
<td>Responsible Conduct in Rsrch</td>
</tr>
<tr>
<td>BIOL 4090</td>
<td>Biostatistics</td>
</tr>
<tr>
<td>BIOL 4212</td>
<td>Advanced Molecular Biology</td>
</tr>
<tr>
<td>BIOL 4213</td>
<td>Advanced Cell Signaling</td>
</tr>
</tbody>
</table>

Total Credits 45
**Non-coursework requirements**
Additional requirements are attendance at all departmental seminars, a thesis based on a research project approved by the thesis committee and a successful oral defense of the thesis.

**Doctor of Philosophy in Biological Sciences with a Concentration in Cell and Molecular Biology**

**Degree Requirements**

**Coursework Requirements**
The major requirements for completion of the PhD degree are 90 quarter hours of graduate course work and research credit, completion of all candidacy exams, and successful defense of the PhD dissertation. The course work includes the 20-credit graduate core curriculum:

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BIOL 4211</td>
<td>Advanced Cell Biology</td>
</tr>
<tr>
<td>BIOL 4212</td>
<td>Advanced Molecular Biology</td>
</tr>
<tr>
<td>BIOL 4213</td>
<td>Advanced Cell Signaling</td>
</tr>
<tr>
<td>BIOL 4310</td>
<td>Foundations in Literature: Cell and Molecular Biology (3 terms required)</td>
</tr>
<tr>
<td>BIOL 4150</td>
<td>Special Topics in Adv Biology</td>
</tr>
<tr>
<td>BIOL 4090</td>
<td>Biostatistics</td>
</tr>
<tr>
<td>BIOL 4231</td>
<td>Responsible Conduct in Rsrch</td>
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<tr>
<td>BIOL 5991</td>
<td>Independent Study (*)</td>
</tr>
<tr>
<td>or BIOL 5995</td>
<td>Independent Research PhD</td>
</tr>
</tbody>
</table>

* Courses the dissertation committee judges to complement the student's major field also may be used.

Total Credits 90

**Non-coursework requirements**
Additional requirements are attendance at departmental seminars, passing performance in the qualifying examination and the research proposal examination, presentation of one departmental seminar per year, completion of a research dissertation of publishable quality, and successful oral defense of the dissertation.

**Courses**

**BIOL 3010 Evolution and Speciation (4 Credits)**
Theories and supporting evidence explaining evolution from origin of universe to complex interrelationships of species. Prerequisites: BIOL 1010, BIOL 1011 and BIOL 2510.

**BIOL 3020 Aquatic Ecology (4 Credits)**
An introduction to the ecology of fresh-water and marine organisms including aquatic adaptations, community organization, food chains, nutrient cycling and man's impact on aquatic ecosystems. Prerequisite: BIOL 2010 or instructor's permission.

**BIOL 3030 Alpine Ecology (4 Credits)**
Ecology of alpine and subalpine regions of Colorado; organization and distribution of communities and populations, succession, energy flow, nutrient cycling, population adaptations in life-history physiology, behavior and morphology. Prerequisite: BIOL 2010.

**BIOL 3035 Invasive Species Ecology (4 Credits)**
This course investigates those plants and animal species that have dramatically expanded their ranges and cause ecological harm. Topics covered include the mechanisms of ecological impacts across the globe, how invasive species are used to test basic ecological theory, the application of this research for managing real species, and related issues such as the debate within the scientific community about the term "invasive." We use a case-study approach, and students have the opportunity to go into the field as a class to observe the real invasions and learn sampling methods.

**BIOL 3044 Coral Reef Ecology (3 Credits)**
Ecology of coral reefs; organization and distribution of reefs; review of reef organisms and their interactions with each other and their physical environment; threats to coral reef conservation. Prerequisite: BIOL 2010 or BIOL 2050.

**BIOL 3045 Coral Reef Ecology Lab (1 Credit)**
Ecology of coral reefs laboratory to supplement lecture material; travel to the Caribbean over spring break to observe coral reefs firsthand; introduction to research methods. Prerequisite: SCUBA certification and permission of instructor.
BIOL 3055 Ecology of the Rockies (4 Credits)
A week in residence at the Mt. Evans Field Station prior to the start of fall quarter includes field projects dealing with ecology and environmental issues. On campus classes involve data analysis and interpretation and formal scientific communication. Themes include terrestrial and aquatic ecosystems, taxonomic groups ranging from conifer stands to aquatic insects and mountain goats. Lab fee associated with this course. Prerequisite: BIOL 2010 or permission of instructor.

BIOL 3060 Tropical Ecology (3 Credits)
Biological composition of tropical ecosystems; biodiversity, biogeochemistry; causes and biological consequences of tropical deforestation; ecologically based approaches toward sustainable tropical forest use. Includes laboratory. Prerequisite: BIOL 2010.

BIOL 3070 Ecological Field Methods (4 Credits)
Series of field exercises for students to learn principles and procedures of field methodology, data analysis and technical writing in ecology; problems drawn from population, community and ecosystem ecology. Lab fee associated with this course. Prerequisite: BIOL 2010.

BIOL 3090 Microbial Ecology (4 Credits)
Interactions among microorganisms and their environment. Impact of ecological principles on microbial diseases, pollutant degradation, nutrient cycles and global change. Prerequisites: BIOL 1010, BIOL 1011.

BIOL 3100 Histology: Medical Microanatomy (4 Credits)
Microscopic organization of tissues and organs; correlation of organization of organs with functions and pathologies; emphasis on mammalian systems. Includes laboratory. Lab fee associated with this course. Prerequisite: BIOL 2120.

BIOL 3110 Special Topics: Biology (1-5 Credits)
Topics of special interest to teaching/research faculty of department presented as needed to complement and expand existing curriculum. May be repeated for credit.

BIOL 3120 General Microbiology (4 Credits)
Fundamental principles of microorganisms in the world and in disease; role of bacteria in biological phenomena. Includes laboratory. Lab fee associated with this course. Prerequisite: BIOL 2120.

BIOL 3130 Molecular Evolution (4 Credits)
Evolution of macromolecules and reconstruction of evolutionary history of genes and organisms. Prerequisite: BIOL 2510.

BIOL 3135 Topics in Cell Motility (4 Credits)
Fibrous elements of the cytoskeleton and associated proteins and their role in cellular motility is examined in detail. The physical forces involved in cellular motile function is applied in understanding cellular motile behavior. Prerequisite: BIOL 2120.

BIOL 3150 Intracellular Dynamics (4 Credits)
Focuses on spatial and temporal control of intracellular processes with an emphasis on neuronal and endocrine cells. Topics include vesicular traffic, protein targeting, dynamics and spatial organization of signaling complexes. Emphasis on modern techniques of cell and molecular biology with examples from primary literature. Prerequisite: BIOL 2120.

BIOL 3160 Biophysics: Ion Channels & Disease (4 Credits)
Examines ion channel structure and function and the ways in which this information provides insight into human disease. The focus is on the use of biophysical techniques in combination with molecular and genetic analysis of channel genes. General Physics recommended. Prerequisite: BIOL 2120.

BIOL 3200 Invertebrate Evolution (4 Credits)
Introduction to remarkable diversity of invertebrate life, both in terms of numbers of species, novel body plan and physiological adaptations. Includes laboratory. Prerequisites: BIOL 1010, BIOL 1011.

BIOL 3230 Nutrition (3 Credits)
Investigation of metabolism, all nutrients and various applications of nutrition to sports and healthy living. Prerequisite: BIOL 3250.

BIOL 3250 Human Physiology (5 Credits)
Functional relationships of human organ systems with coordinated laboratory activities and experiments that demonstrate and test physiological principles. Lab fee associated with this course. Prerequisites: BIOL 1010, BIOL 1011.

BIOL 3260 Nutrition (3 Credits)
From physiological and biochemical perspectives, this course explores the relationships of energy metabolism, nutrients, vitamins and minerals to human health. Prerequisite: BIOL 3250.

BIOL 3300 Biodiversity-Flowering Plants (4 Credits)
Basic techniques and principles of systematics with application to the origin, evolution, radiation, classification and biodiversity of flowering plants (angiosperms). Lab fee associated with this course. Prerequisites: BIOL 1010, BIOL 1011 or GEOG 1201, GEOG 1202, GEOG 1203 or instructor’s permission.

BIOL 3400 Ornithology (4 Credits)
Biology of birds with emphasis on ecology and behavior; field and laboratory work to stress bird identification and ecological relationships of birds. Lab fee associated with this course. Prerequisites: BIOL 1010, BIOL 1011.
BIOL 3410 Animal Behavior (4 Credits)
This class examines animal behavior from an evolutionary and ecological perspective. The course provides the background needed to understand behavioral evolution, including a focus on the inheritance of behavior, natural selection, sexual selection, and kin selection. This class studies the evolution of a variety of behaviors, including communication and displays, mate choice, parental care, cooperation, mating systems, social behavior, habitat selection, foraging, and anti-predator behavior. The emphasis is on theoretical principles, design of experiments, and interpretation of data. Prerequisites: BIOL 1010 and BIOL 1011.

BIOL 3560 Molecular Biology Laboratory (4 Credits)
Laboratory based course that covers techniques in gene excision, cloning and reinserterion and gene sequencing. Lab fee associated with this course. Prerequisite: BIOL 2510.

BIOL 3570 Proteins in Biological Systems (3 Credits)
Proteins considered in their biological setting; protein synthesis and degradation; survey of protein functions in vivo; evolution of proteins; introduction to protein biotechnology. Prerequisites: BIOL 2120, CHEM 2451, CHEM 2452 and CHEM 2453.

BIOL 3610 Developmental Biology (4 Credits)
Processes and mechanisms of development, exemplified by higher animal embryogenesis, with consideration of microbial model systems. Prerequisite: BIOL 2510.

BIOL 3620 Vertebrate Embryology (4 Credits)
Development processes in placental mammals; analysis of vertebrate cyto-differentiation and morphogenesis. Laboratory on embryonic anatomy of amphibians, birds and mammals. Prerequisites: BIOL 1010, BIOL 1011 and BIOL 2120.

BIOL 3630 Cell Biology of Development (4 Credits)
Every organism has a stereotypical shape, but how does this shape arise? This course examines the cellular and molecular mechanisms that direct the forming of body and tissue shape. Prerequisite: BIOL 2120.

BIOL 3640 Introductory Neurobiology (4 Credits)
Organization and function of vertebrate central nervous system; nature of action potential, biochemistry of neurotransmitters, neuropeptides, functional anatomy of nervous system, phylogeny of nervous system. Prerequisite: BIOL 2120.

BIOL 3641 Systems Neuroscience (4 Credits)
Structure and function of the brain and spinal cord, emphasis on functional systems including sensory perception, motor control and consciousness. Prerequisite: BIOL 3640.

BIOL 3642 Neuropharmacology (4 Credits)
How psychoactive drugs exert their effects on the nervous system; drugs of abuse and drugs used in the treatment of psychotic and neurodegenerative disorders. Prerequisite: BIOL 2120.

BIOL 3643 Developmental Neurobiology (4 Credits)
This course investigates the mechanisms involved in the maturation of neurons, and signals that direct neurons to their proper position in the central nervous system. Prerequisite: BIOL 3640.

BIOL 3644 Neuromuscular Pathophysiology (4 Credits)
Cellular and molecular basis for normal nerve and muscle functions and the alteration of these functions by toxins, trauma and diseases of the brain, nerves and muscles; how specific insults produce clinical symptoms and pathology. Prerequisite: BIOL 2120. Recommended Prerequisite: BIOL 3640 or BIOL 3250.

BIOL 3646 Seminar: Cognitive Neuroscience (2 Credits)
This seminar is the capstone course for the neuroscience portion of the cognitive neuroscience program. Seminar topics include but are not limited to neurological disorders, model systems in neuroscience and sensory systems.

BIOL 3650 Endocrinology (4 Credits)
Mechanisms of hormone action, evolution of vertebrate endocrine systems, analysis of function integration of hormonal responses in maintenance of homeostasis. Prerequisite: BIOL 2120.

BIOL 3655 Molecular Neuroendocrinology (4 Credits)
Advanced laboratory course that uses anatomical/immunological, biochemical and molecular approaches to analyze neuroendocrine pathways in the hypothalamus/pituitary system. Lab fee associated with this course. Prerequisites: BIOL 3650 and instructor's permission.

BIOL 3670 Molecular Immunology (4 Credits)
Organs, cells and molecules that underlie mammalian immune response; relationship of immune system to disease. Prerequisite: BIOL 2510.

BIOL 3680 Advanced Techniques in Cell Biology (4 Credits)
Advanced laboratory course that covers current techniques used in cell biology research. Lab fee associated with this course. Prerequisite: BIOL 2120.

BIOL 3700 Topics in Ecology (1-4 Credits)
Topics vary; may include plant, animal, biochemical, alpine or aquatic; one topic per quarter. May be repeated for credit. Taught from original literature. Prerequisite: one quarter of undergraduate ecology and/or instructor's permission.
BIOL 3701 Topics in Genetics (1-4 Credits)
Topics vary; may include genetic methods, molecular genetics, human genetics, chromosomes or population genetics; one topic per quarter. May be repeated for credit. Taught from original literature. Prerequisite: BIOL 2510 and/or instructor's permission.

BIOL 3702 Advanced Topics in Regulatory Biology (1-4 Credits)
Topics vary; may include endocrinology, physiology or immunology; one topic per quarter. May be repeated for credit. Taught from original literature. Prerequisite: varies with topic and instructor; instructor's permission usually required.

BIOL 3703 Advanced Topics in Developmental Biology (1-4 Credits)
Topics vary; may include gene expression in development, developmental immunogenetics, developmental biochemistry or aging; one topic per quarter. May be repeated for credit. Taught from original literature. Prerequisite: varies with topic and instructor; instructor's permission usually required.

BIOL 3704 Advanced Topics in Cell Biology (1-4 Credits)
Topics vary; may include supramolecular structure, microscopy, membranes and techniques. May be repeated for credit. Taught from original literature. Prerequisites: varies with course and instructor; instructor's permission usually required.

BIOL 3705 Advanced Topics in Molecular Biology (1-4 Credits)
Topics vary, but may include biochemistry, supramolecular structure and function, molecular genetics, membrane biology. May be taken more than once for credit. Taught from original literature. Prerequisite: varies with course and instructor; instructor's permission usually required.

BIOL 3706 Topics in Evolution (1-4 Credits)
Topics vary, but may include molecular evolution, plant evolution and animal evolution. Prerequisite: instructor's permission.

BIOL 3707 Advanced Topics in Conservation Biology (1-4 Credits)
BIOL 3800 Human Molecular Biology (4 Credits)
Molecular basis of heredity and genetic control, using in-vitro systems and microbial and eukaryotic models; molecular basis of heredity and genetic regulation considering in-vitro systems as well as prokaryotic and eukaryotic models. Prerequisite: BIOL 2510.

BIOL 3910 Viruses & Infectious Human Diseases (3 Credits)
Organization of viruses at the molecular level with consideration of diseases that these agents cause in humans. The mechanism of action of viruses is a major theme of the course. Prerequisite: BIOL 2510. Recommended prerequisite: BIOL 3800.

BIOL 3950 Undergraduate Research (1-10 Credits)
Participation in faculty research programs by agreement between student and faculty member. Maximum of 5 quarter hours of BIOL 3950 and/or BIOL 3991 may be applied to the 45-quarter-hour requirement for a major in biological sciences.

BIOL 3991 Independent Study (1-10 Credits)
Topic in biology studied under faculty supervision. Student's responsibility to identify faculty supervisor before registering for class. Maximum of 5 quarter hours of BIOL 3991 and/or BIOL 3950 may be applied toward the 45-quarter-hour requirement for a major in biological sciences.

BIOL 3992 Directed Study (1-10 Credits)
BIOL 3995 Independent Research (1-10 Credits)
BIOL 4010 Cellular Motile Function (2 Credits)
Current literature in area of cell motility; role of cytoskeletal elements as motile agents.

BIOL 4020 Microbial Genetic Model Syst (2 Credits)
BIOL 4030 Current Concepts in Evolution (2 Credits)
New ideas and theories in field of evolutionary biology.

BIOL 4040 Current Concepts-Animal Phys (2 Credits)
Selected topics in animal physiology.

BIOL 4050 Topics in Plant Biology (2 Credits)
Varying topics; areas of plant-animal interactions, co-evolution, plant ecology, plant biochemistry/physiology.

BIOL 4060 Gene Expression-Development (2 Credits)
Varying aspects of gene control in developing systems, a different aspect each time course is offered.

BIOL 4070 Hormone-Receptor Interaction (2 Credits)
Series of lectures; understanding molecular, cellular basis of hormone action; experimental analysis of binding of hormones with their receptors; structure-function relationships of hormone-receptor interactions; nature and action of mediators generated by hormone-receptor interaction.

BIOL 4080 Biological Membranes (2 Credits)

BIOL 4085 Accelerated Biostatistics (2 Credits)
This is an accelerated online statistics course for graduate students in Biology. Basic probability and hypothesis testing is the foundation of teaching applied statistics, including simple statistics (t-tests, F-tests, and chi square) and more advanced procedures (regression, correlation, analysis of variance). In addition, students learn more complex tools (multiple regression, multi-classification ANOVA, Student-Newman-Keuls tests), including non-parametric Tests (Mann-Whitney U, Sign test, Wilcoxon Rank Sum).
BIOL 4090 Biostatistics (4 Credits)
Statistic on biological research; emphasis on procedures, applications of regression, correlation, analysis of variance, and nonparametric tests. Include instruction on computer aided (Mac and PC) statistical analysis and presentation of results. Cross listed with BIOL 2090.

BIOL 4091 Ecology and Evolution Research Methods (1 Credit)
This course builds upon the concepts in BIOL 4090, Biostatistics, by covering in more detail and specificity issues involved in designing one's experiment to adequately test the hypotheses or describe the data of interest. Students bring and discuss their specific research projects as case studies to maximize the utility of the course.

BIOL 4100 Microbial Structure & Function (2 Credits)
BIOL 4110 Essentials of Immunology (2 Credits)
BIOL 4120 Human Chromosomes and Mutagenesis (2 Credits)
BIOL 4130 Microevolution (2 Credits)
Microevolution, the change of gene frequencies within populations; examination of forces that cause it, evaluation of its contribution to process of speciation.

BIOL 4140 Protein Biosynthesis (2 Credits)
Processes of protein synthesis in cells; emphasis on posttranslational modifications that occur to secretory proteins prior to secretion.

BIOL 4150 Special Topics in Adv Biology (1-4 Credits)
Topics of special interests to teaching and research faculty presented as needed to complement and expand existing curriculum. May be taken more than once for credit.

BIOL 4190 Biometry (3 Credits)

BIOL 4210 Grad Sem: Cell Biology (2 Credits)
A series of student presentations focusing on varied topics involving cell biology. May be taken more than once for credit.

BIOL 4211 Advanced Cell Biology (3 Credits)
Students study the subcellular structure and organization of the cell. Organelle structure and function are examined in detail as well as biogenesis and degradation (turnover) of these subcellular structures. Cytoskeletal dynamics are also a major focus. Specific topics covered include cell division, macromolecular synthesis, membrane transport, cell-matrix and cell-cell communication, cell migration, cell differentiation, and mechanisms of cell death. The course follows a lecture format in conjunction with selected journal article presentations and discussions by the students. Cross listed with BIOP 4150.

BIOL 4212 Advanced Molecular Biology (3 Credits)
This course focuses on a detailed analysis of regulated gene expression. The topics include lectures and readings of relevant literature in areas covering gene regulation at multiple steps, including transcription, RNA processing, and translation. In particular, the logic of experimental design and data analysis are emphasized.

BIOL 4213 Advanced Cell Signaling (3 Credits)
Students in this course investigate a large array of cellular signal transduction cascades. Specific signaling pathways to be covered include growth factor receptors, cytokine receptors, steroid receptors, integrin-extracellular matrix, heterotrimeric G-protein coupled receptors, monomeric G-proteins, transcription factors, lipids, cytoskeleton, cell cycle, and apoptosis. Each of these topics is examined in the context of normal cell physiology as well as their roles in specific disease processes. The course follows a lecture format in conjunction with selected journal article presentations and discussions by the students.

BIOL 4220 Grad Sem: Ecology & Evolution (2 Credits)
A series of student presentations focusing on varied topics involving ecology and evolution. May be taken more than once for credit.

BIOL 4230 Grad Sem: Molecular Biology (2 Credits)
A series of student presentations focusing on varied topics involving ecology and evolution. May be taken more than once for credit.

BIOL 4231 Responsible Conduct in Rsrch (1 Credit)
This course covers several topics regarding guidelines for ethical practices in research. Topics include: data ownership, conflict of interest and commitments, human subjects, animal welfare, research misconduct, authorship, mentoring, peer review, and collaboration. The course includes an online training component and meets one hour each week to discuss these topics.

BIOL 4300 Fall Graduate Reviews in Biol (1 Credit)
Students participate in a required review session that precedes selected departmental seminar presentations by faculty and outside speakers, and participate in a discussion session with the seminar speaker.

BIOL 4301 Wntr Graduate Reviews in Biol (1 Credit)
Students participate in a required review session that precedes selected departmental seminar presentations by faculty and outside speakers, and participate in a discussion session with the seminar speaker.

BIOL 4302 Sprg Graduate Reviews in Biol (1 Credit)
Students participate in a required review session that precedes selected departmental seminar presentations by faculty and outside speakers, and participate in a discussion session with the seminar speaker.
BIOL 4303 Reviews in Biology (1 Credit)
The experience is built around the departmental seminar series offered every quarter.

BIOL 4310 Foundations in Literature: Cell and Molecular Biology (2 Credits)
Students participate in a weekly discussion group that focuses on recent papers from the primary literature in Cell and Molecular Biology.

BIOL 4311 Wntr Selected Top: Reg Bio (2 Credits)
Students participate in a weekly discussion group that focus on recent papers from the primary literature in regulatory biology.

BIOL 4312 Sprg Selected Top: Reg Bio (2 Credits)
Students participate in a weekly discussion group that focus on recent papers from the primary literature in regulatory biology.

BIOL 4322 Selected Tpcs: Molecular Biol (2 Credits)
The syllabus for the Selected Topics series varies each quarter. Each quarter a faculty member sets the theme for the quarter and identify a set of review articles to introduce the topic. The instructor leads the first session and provide important background material on the topic. Students select a paper from the primary literature to present to the class on the topic designated for the quarter.

BIOL 4330 Foundations in Literature: Ecology (2 Credits)
Students participate in a weekly discuss group that focuses on recent papers from the primary literature in Ecology.

BIOL 4331 Foundations in Literature: Evolution (2 Credits)
Students participate in a weekly discussion group that focuses on recent papers from the primary literature in Evolution.

BIOL 4332 Foundations in Literature: Conservation Biology (2 Credits)
Students participate in a weekly discussion group that focuses on recent papers from the primary literature in Conservation Biology.

BIOL 4440 Current Concepts-Animal Phys (2 Credits)

BIOL 4610 Developmental Biology (4 Credits)
The processes and mechanisms of development, exemplified by higher animal embryogenesis, with consideration of simpler model systems. Laboratory sessions use live materials; course finishes with individual projects. Prerequisite: BIOL 2510 or equivalent.

BIOL 4700 Human Molecular Biology (4 Credits)
Molecular basis of heredity and genetic control, using in-vitro systems and microbial and eukaryotic models; molecular basis of heredity and genetic regulation considering in-vitro systems as well as prokaryotic and eukaryotic models. Restricted to MBA Bioenterprize students.

BIOL 4710 Endocrinology: Chemical Communication Systems (4 Credits)
Mechanisms of hormone action, evolution of vertebrate endocrine systems, analysis of function integration of hormonal responses in maintenance of homeostasis. Restricted to MBA Bioenterprize students.

BIOL 4720 Neuropharmacology (4 Credits)
How psychoactive drugs exert their effects on the nervous system; drugs of abuse and drugs used in the treatment of psychotic and neurodegenerative disorders. Restricted to MBA Bioenterprize students.

BIOL 4730 Molecular Lab Techniques (4 Credits)
Techniques in gene excision, cloning and reinserterion; gene sequencing. Restricted to MBA Bioenterprize students.

BIOL 4731 Cell and Molecular Techniques (4 Credits)
Analysis of neuroendocrine systems using a multidisciplinary approach. Anatomical/immunological, biochemical and molecular approaches used to analyze neuroendocrine pathways in the hypothalamus/pituitary system. Restricted to MBA Bioenterprize students.

BIOL 4740 Microbiology (4 Credits)
Fundamental principles; role of bacteriology in biological phenomena. Includes laboratory. Restricted to MBA Bioenterprize students.

BIOL 4745 Immunology (4 Credits)
Organs, cells and molecules that underlie mammalian immune response; relationship of immune system to disease. Restricted to MBA Bioenterprize students.

BIOL 4760 Advanced Cell Biology (4 Credits)
Focuses on spatial and temporal control of intracellular processes with an emphasis on neuronal and endocrine cells. Topics include vesicular traffic, protein targeting, dynamics and spatial organization of signaling complexes. Emphasis on modern techniques of cell and molecular biology with examples from primary literature. Restricted to MBA Bioenterprize students.

BIOL 4850 Laboratory Skills for Forensic Serological Analysis (5 Credits)
This course is designed to provide students with two major educational skills. First, is a thorough understanding of the fundamental science behind the identification and serological analysis of biological evidence in a forensic context. Second, is a rigorously developed set of practical hands-on proficiencies with the major commercial assay systems used by forensic laboratories for the identification of blood, saliva, semen, and other biological material with potential probative value to a criminal investigation.

BIOL 4860 Laboratory Skills for Forensic Genetic Analysis (4 Credits)
This course is designed to provide students with two major educational skills. First, is a thorough understanding of the fundamental science behind the molecular genetic analysis of biological evidence in a forensic context. Second, is a rigorously developed set of practical hands-on proficiencies with the major commercial assay systems and software used by forensic laboratories for the determination and analysis of DNA profiles.
BIOL 4870 Medical Ethics (4 Credits)
This course presents knowledge and discussion of ethical issues that arise from advances in the biomedical sciences and medicine. Several specific ethical issues and policies related to methodologies and procedures, emerging medical technologies, treatment decisions, doctor-patient relationship, informed consent, medical experimentation/clinical research, and health care reform.

BIOL 4880 Capstone in Biomedical Sciences (4 Credits)
This is the capstone course for students enrolled in the Professional Science Master’s program. In this course, students integrate advanced knowledge in science and math along with courses taken outside traditional science and math courses as their electives. This course incorporates lectures, guest speakers, and class discussions focusing on current issues or concerns in the chosen concentration. PSM students only. Requires instructor approval.

BIOL 4991 Independent Study (1-17 Credits)
BIOL 4992 Directed Study (1-10 Credits)
BIOL 4995 Independent Research (1-17 Credits)
BIOL 5991 Independent Study (1-17 Credits)
BIOL 5995 Independent Research PhD (1-18 Credits)

Chemistry and Biochemistry
Office: F.W. Olin Hall, Room 202
Mail Code: 2190 E. Iliff Ave., Denver, CO 80208
Phone: 303-871-2436
Email: cheminfo@du.edu
Web Site: http://www.chemistry.du.edu

Why study chemistry at the University of Denver?
Consider the advantages:

- Excellent, research-active faculty
- Small classes, personal attention
- First-rate teaching facilities
- Modern, state-of-the-art equipment

At the University of Denver, we offer the training and amenities to energize your graduate experience and help you develop into a professional scientist.

The Department of Chemistry and Biochemistry at the University of Denver offers programs leading to MA, MS or PhD degree in chemistry.

Our faculty members actively involve students in research programs supported with more than $1.5 million in annual funding from federal agencies, state governments and private industries. In our programs, you will enjoy the benefits of a friendly, personalized learning environment that offers nationally competitive and extremely productive research opportunities.

The Department of Chemistry and Biochemistry has much to offer a graduate student: close and frequent student-faculty interaction; an integrated program of courses; and excellent equipment and facilities including 500 MHz NMR, single-crystal X-ray diffraction, multiple EPR spectrometers, ICP-mass spectrometer, photon counting lifetime fluorescence, nanosecond laser flash photolysis, aerosol particle monitoring spectrometer, and fluorescence microscopy.

Faculty research interests encompass biophysical, organic, analytical and environmental chemistry and biochemistry. The department’s relatively small size allows a broader, more interdisciplinary approach than in large departments. Our instructional format merges traditional disciplines into interdisciplinary courses that more closely reflect current trends in chemistry.

Following are the simple steps to apply for graduate study in Chemistry and Biochemistry at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines
- Applications (https://du-grad.edu.185r.net/application) for graduate study in Chemistry and Biochemistry at the University of Denver must be submitted online.
- All online materials must be submitted, and all supplemental materials must be postmarked, by the program’s stated deadline: March 1, for fall quarter. After the March 1 deadline, applications may be considered on a rolling basis for fall admission until positions are filled.
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.
Course and Degree Prerequisites and Requirements

- Proof of a bachelor’s degree in chemistry, biochemistry or a related field is required from a regionally accredited college or university.

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
- The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
- Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early.
- The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/ American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.

Test Scores

- The Graduate Record Examination (GRE) is required. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. The institution code for the University of Denver is 4842.

Language Proficiency

- Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual for complete English language proficiency requirements.
- Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

Personal Statement

- A personal statement of at least 300 words is required. The statement should include information concerning your life, education, practical experience, special interests and specific purpose for applying to the University of Denver. Describe your goals for attending graduate school. What areas of chemistry or biochemistry are you most interested in? What do you hope to do after you complete your graduate studies? Why do you enjoy chemistry or biochemistry? Describe any research or teaching experience you have had. Have you been involved in an undergraduate research project during the academic year or in the summer? Have you had a summer job or internship in a commercial lab? Have you had experience in teaching as a grader, a lab teaching assistant or a lab preparatory assistant? Share anything in your personal statement that you believe will help evaluate your application. The statement should be submitted via upload through the online application process.

Resume / C.V.

- A resume or C.V. is required. This should include work experience, research, and/or volunteer work. This should be submitted via upload through the online application process.

Recommendation Letters

- Three letters of recommendation are required. These letters should be solicited and uploaded by recommenders through the online application system. Letters must be received by the program’s stated deadline.

Financial Support

- Chemistry and biochemistry students are provided financial support as teaching assistants or research assistants. Assistantship positions provide a full tuition waiver and a 12-month stipend of $23,333 for new master’s students and $26,600 for doctoral students for the 2013-2014 academic year. Non-native English speakers must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section to be eligible for a graduate teaching assistantship.

Application Status

- We encourage you to be actively engaged in the admission process. You can check your application status online at https://webcentral.du.edu.

Mailing Address

- Mail official transcripts and any supplemental admission materials not submitted with the online application to:
  University of Denver
International Applicants

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information.

International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.

The Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) provides complete details regarding admission requirements.

Master of Arts in Chemistry

The MA degree is intended primarily to meet the needs of students, such as those working full time in local industry or secondary education, who are seeking an advance degree with only a small research component. The primary difference between the MA degree and the MS degree is that a research thesis is required for the MS degree. The research required for the MS degree is often not feasible for students who work full time or is not of interest to those preparing for a career, for example, in secondary education. To facilitate the educational process, each student has an advisory committee that functions to both advise the student and monitor the student’s progress.

Degree Requirements

Coursework Requirements

Required Courses

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<td>CHEM 3110</td>
<td>Chemical Systems I</td>
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<td>CHEM 3120</td>
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<td>CHEM 3130</td>
<td>Chemical Systems III</td>
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Molecular structure and energetics (two-quarter sequence)

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Biochemistry (two-quarter sequence)

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<tr>
<td>or CHEM 3831</td>
<td>Advanced Protein Biochemistry</td>
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Analytical

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Seminar

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Independent study or independent research (repeats allowed)

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<tbody>
<tr>
<td>CHEM 4991</td>
<td>Independent Study</td>
<td>6</td>
</tr>
<tr>
<td>CHEM 4995</td>
<td>Independent Research</td>
<td></td>
</tr>
</tbody>
</table>

Additional Coursework

- One advanced topic course or additional research credits
- CHEM 4XXX or others if pre-approved by the graduate committee

Total Credits

Minimum credits required for degree: 45 (of which a minimum of 35 credit hours must be earned at the University of Denver)

The graduate core curriculum must be completed with a GPA of 3.0 or better. If it is appropriate, and approved by the graduate committee, other graduate courses may be substituted for part of the graduate core curriculum.

Independent Study and/or Research

A minimum of six credit hours of independent study and/or independent research approved by the student’s advisory committee must be completed.
Courses in Other Departments
A minimum of 35 credit hours must be taken in courses offered by the Department of Chemistry and Biochemistry. As many as 10 credit hours may be taken in science-related 3000- to 4000- graduate level courses approved by the student's advisory committee.

Seminars
All students in the MA degree program must present a technical seminar (CHEM 4900 Chemistry Seminar).

Master of Science in Chemistry
The MS degree is intended for students who wish an advanced degree in chemistry primarily for the purpose of better preparation to conduct research work in chemistry or biochemistry. To facilitate the educational process, each student has an advisory committee that functions to both advise the student and monitor the student's progress. In general, students serve as teaching assistants during their first year. For subsequent years, they are supported as either teaching assistants or research assistants, depending on the circumstances. Tuition charges are waived for all graduate teaching and research assistants.

Degree Requirements
Coursework Requirements

<table>
<thead>
<tr>
<th>Required Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chemical systems (three-quarter sequence)</strong></td>
<td></td>
</tr>
<tr>
<td>CHEM 3110 Chemical Systems I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 3120 Chemical Systems II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 3130 Chemical Systems III</td>
<td>3</td>
</tr>
<tr>
<td><strong>Molecular structure and energetics (two-quarter sequence)</strong></td>
<td></td>
</tr>
<tr>
<td>CHEM 3310 Structure and Energetics I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 3320 Structure and Energetics II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Biochemistry (two-quarter sequence)</strong></td>
<td></td>
</tr>
<tr>
<td>CHEM 3811 Biochemistry-Proteins</td>
<td>3</td>
</tr>
<tr>
<td>or CHEM 3831 Advanced Protein Biochemistry</td>
<td></td>
</tr>
<tr>
<td>CHEM 3812 Biochemistry-Membranes/Metabolism</td>
<td>3</td>
</tr>
<tr>
<td><strong>Analytical</strong></td>
<td></td>
</tr>
<tr>
<td>CHEM 3220 Advanced Analytical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td><strong>Seminar</strong></td>
<td></td>
</tr>
<tr>
<td>CHEM 4900 Chemistry Seminar</td>
<td>1</td>
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<tr>
<td><strong>Independent research (repeats allowed)</strong></td>
<td></td>
</tr>
<tr>
<td>CHEM 4995 Independent Research</td>
<td>1-10</td>
</tr>
<tr>
<td><strong>Additional Coursework</strong></td>
<td>10-19</td>
</tr>
<tr>
<td>Advanced topics or additional research</td>
<td></td>
</tr>
<tr>
<td>CHEM 4XXX or others if pre-approved by the graduate committee</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td>45</td>
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</tbody>
</table>

Minimum credits required for degree: 45 (of which a minimum of 35 credit hours must be earned at the University of Denver)
The graduate core curriculum must be completed with a GPA of 3.0 or better.

Seminars
All students in the MS program must present one departmental "non-thesis" seminar (CHEM 4900 Chemistry Seminar), in addition to the thesis seminar.

Non-coursework Requirements
Thesis- A thesis of publishable quality must be completed. A summary of the thesis is presented in an oral defense. The thesis defense committee will consist of a minimum of two faculty members from the Department of Chemistry and Biochemistry and an outside chair.

Doctor of Philosophy in Chemistry
The PhD is the highest degree awarded and is intended for students seeking a career in scientific research. The ultimate aim of this degree is to train a scientist who can independently pursue a research project. To facilitate the educational process, each student has an advisory committee that functions to both advise the student and monitor the student's progress.
Degree Requirements

Coursework Requirements

Required Courses

<table>
<thead>
<tr>
<th>Chemical systems (three-quarter sequence)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 3110 Chemical Systems I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 3120 Chemical Systems II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 3130 Chemical Systems III</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Molecular structure and energetics (two-quarter sequence)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 3310 Structure and Energetics I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 3320 Structure and Energetics II</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Biochemistry (two-quarter sequence)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 3811 Biochemistry-Proteins</td>
<td>3</td>
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<tr>
<td>or CHEM 3831 Advanced Protein Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 3812 Biochemistry-Membranes/Metabolism</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Analytical</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 3220 Advanced Analytical Chemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seminar</th>
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</thead>
<tbody>
<tr>
<td>CHEM 4900 Chemistry Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Independent research (repeats allowed)

| CHEM 4995 Independent Research | 1-10 |

<table>
<thead>
<tr>
<th>Additional Coursework</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 4XXX or others if pre-approved by the graduate committee</td>
<td>55-64</td>
</tr>
</tbody>
</table>

Total Credits 90

Minimum credits required for degree: 90

A total of 90 quarter hours (of which a minimum of 75 hours must be earned at the University of Denver). Because a PhD in chemistry is primarily a degree in which competence in research is learned and demonstrated, a large percentage of these hours are earned as credit for research (CHEM 4995 Independent Research). A minimum of 70 graduate level quarter hours must be in CHEM courses; a maximum of 20 quarter hours may be outside of CHEM courses, but must remain within natural sciences (e.g., courses with BIOL, MATH, GEOG and/or PHYS prefixes). The formal or classroom course requirements are the same as those for the MS degree.

The graduate core curriculum must be completed with a GPA of 3.0 or better.

Non-coursework Requirements

- Qualifying Examinations
  All students in the PhD program are required to take a qualifying examination at the end of the spring quarter in their first academic year. This examination covers the material presented in the core curriculum, with each course contributing 100 points. To qualify for continuance in the program, the student must score at least 500 (out of 800 points). The faculty will meet to discuss exam results and decide whether the candidate will continue in the PhD program.

- Cumulative Examinations
  The PhD candidate must complete the cumulative examination requirement by the seventh quarter in residence. These examinations are prepared from topics appearing in the current literature and fundamental materials found in review articles.

- Proposition Oral Examination
  By the end of the eighth quarter in residence, the student should give an oral presentation of an original research proposal in an area of his/her choice. This proposal will usually focus on the student’s chosen sub-discipline and should not be too closely related to any ongoing research in the department. After the public presentation, the student will defend the proposal before a committee of five faculty members (the advisory committee and two additional members).

- Dissertation
  A dissertation of publishable quality based on the student’s original research must be completed. A summary of the dissertation is presented in a public seminar and later defended in a private oral examination. The dissertation examination committee will consist of the three members of the student’s advisory committee, one additional member of the chemistry faculty to be selected by the advisory committee and an outside chair.
• Seminars

All students in the PhD program are expected to present a departmental “non-thesis” seminar (CHEM 4900 Chemistry Seminar). This seminar should be presented fairly early in the degree program. In addition, the student must present public seminars as part of the proposition oral exam and final thesis defense.

Doctor of Philosophy in Molecular and Cellular Biophysics

Molecular and Cellular Biophysics is an interdepartmental PhD degree program at the University of Denver.

See the molecular and cellular biophysics bulletin (p. 528) for more specific details.

Courses

CHEM 3110 Chemical Systems I (3 Credits)
Advanced discussion of modern concepts of organic chemistry; bonding, stereochemistry, reaction mechanisms. Prerequisites: CHEM 2453 and equivalent of one year of physical chemistry.

CHEM 3120 Chemical Systems II (3 Credits)
Interpretation of trends in the chemistry of the elements in terms of orbital interactions. Most examples will be taken from the third row transition metals and the boron and carbon groups. Prerequisites: CHEM 2131, CHEM 3310 and CHEM 3110.

CHEM 3130 Chemical Systems III (3 Credits)
Advanced-level physical biochemistry course intended for advanced-level undergraduates and graduate students. Focuses on kinetic, thermodynamic and dynamic aspects of biopolymers; delineates the relationship of these properties to the mechanism and function of biological macromolecules. Prerequisites: CHEM 3811, CHEM 3812, CHEM 3813, CHEM 3610 or the equivalent.

CHEM 3220 Advanced Analytical Chemistry (3 Credits)
Principles of chemical instrumentation applied to analytical measurements; principles, instrumentation and applications of spectrometric and chromatographic measurements. Prerequisites: CHEM 2011 and CHEM 3621, or the equivalent.

CHEM 3310 Structure and Energetics I (3 Credits)
Fundamentals of quantum chemistry, and introduction to symmetry and molecular structure of small and large systems. Prerequisite: one year of physical chemistry.

CHEM 3320 Structure and Energetics II (3 Credits)
Computational methods in chemistry. Prerequisites: CHEM 3310, one year of physical chemistry.

CHEM 3410 Atmospheric Chemistry (3 Credits)
The concepts of equilibrium thermodynamics, kinetics, and photochemistry will be applied to understanding atmospheric processes. Covers urban air pollution in detail with focus on primary pollutants. Also covers stratospheric chemistry with focus on ozone chemistry and the chemistry of climate change. Prerequisites: CHEM 2011, CHEM 2041, CHEM 2131, CHEM 2453, and CHEM 2463.

CHEM 3411 Aquatic Chemistry (3 Credits)
The circulation of the oceans and their chemical make-up. 'Classical water pollution problems' like biological oxygen demand and turbidity are discussed. Also presented: aquifer structure and flow, ground water chemistry, pollutant partitioning between stationary and mobile phases, heterogeneous surface chemistry, and the detection of trace contaminants. Prerequisites: CHEM 2011, CHEM 2041, CHEM 2131, CHEM 2453, CHEM 2463 or instructor’s permission.

CHEM 3412 Environmental Chemistry & Toxicology (3 Credits)
A survey of environmental toxicology concepts: animal testing, dose-response data, epidemiology, risk assessment. The course includes ecotoxicology, focusing on the alteration of biological and chemical systems beyond the simple response of an individual to an environmental chemical. Prerequisites: CHEM 2011, CHEM 2041, CHEM 2131, CHEM 2453, CHEM 2463 or instructor’s permission.

CHEM 3610 Physical Chemistry I (3 Credits)
Fundamentals of thermodynamics, including phase and reaction equilibria, properties of solutions, and electrochemistry needed for advanced study in life sciences and for Physical Chemistry II and III. May be taken for graduate credit by nonchemistry majors. Prerequisites: CHEM 2011, calculus and physics.

CHEM 3620 Physical Chemistry II (3 Credits)
Fundamentals of quantum chemistry, including theories of atomic and molecular structure and spectroscopy. May be taken for graduate credit by nonchemistry majors. Prerequisite: CHEM 3610.

CHEM 3621 Physical Chemistry III (3 Credits)
Fundamentals of kinetic theory and statistical mechanics. May be taken for graduate credit by nonchemistry majors. Prerequisite: CHEM 3620.

CHEM 3703 Topics in Organic Chemistry (3 Credits)
May include organic photochemistry, organic synthesis, organic electrochemistry or natural products. May be repeated for credit. Prerequisites: CHEM 2453 or equivalent and others depending on topic.
CHEM 3705 Topics in Biochemistry (3,4 Credits)
May include physical techniques for exploring biological structure, biological catalysis, and selected fields within biochemistry taught from original literature. May be repeated for credit. Prerequisites: CHEM 3811, CHEM 3812, CHEM 3813.

CHEM 3811 Biochemistry-Proteins (3 Credits)
Protein structure and function, starting with the building blocks and forces that drive the formation of protein structure and the basic concepts of protein structure, and continuing with enzyme catalysis, kinetics, and regulation. Prerequisites: CHEM 2453 and CHEM 2011, or instructor permission.

CHEM 3812 Biochemistry-Membranes/Metabolism (3 Credits)
Membranes and membrane mediated cellular processes, energy and signal transduction, and metabolic/biosynthetic pathways. Prerequisite: CHEM 3811.

CHEM 3813 Biochemistry-Nucleic Acids (3 Credits)
Molecular processes underlying heredity, gene expression and gene regulation in prokaryotes and eukaryotes. Prerequisite: CHEM 2453.

CHEM 3831 Advanced Protein Biochemistry (3 Credits)
This course provides fundamental insights into the chemistry and physics of proteins. It investigates how amino acids form proteins with highly complex three-dimensional structures and how these structures mediate function. We examine key research articles and their contribution to our current understanding of proteins. Topics range from protein folding to enzyme kinetics and emphasize basic principles.

CHEM 3991 Independent Study (1-10 Credits)
May be repeated for credit.

CHEM 3992 Directed Study (1-10 Credits)

CHEM 3995 Research in Chemistry (1-10 Credits)
Research project conducted under guidance of a faculty member. Credit hours and projects arranged on an individual basis. May be repeated for credit.

CHEM 4400 Adv. Topics: Organic Chemistry (3 Credits)
Physical organic chemistry; reaction mechanisms, structure reactivity relationships, kinetics, photochemistry, molecular orbital theory, etc.; current literature. May be taken for credit more than once.

CHEM 4900 Chemistry Seminar (1 Credit)
A weekly presentations of research in progress and of current literature by outside speakers, faculty and graduate students.

CHEM 4991 Independent Study (1-10 Credits)
CHEM 4992 Directed Study (1-10 Credits)
CHEM 4995 Independent Research (1-10 Credits)
CHEM 5991 Independent Study (1-10 Credits)
CHEM 5995 Independent Research (1-10 Credits)

Geography and the Environment

Office: Boettcher Center West, Room 120
Mail: 2050 E. Iliff Avenue, Denver, CO 80208
Phone: 303-871-2513
Website: http://www.du.edu/geography

Why study geography at the University of Denver?
Consider these advantages:

- Engaged and research-active faculty
- Small classes and personal attention
- State-of-the-art geospatial technology laboratories
- Strong and exciting field orientation
- Excellent location for applied research in physical and human geography

Situated at the foot of the Rocky Mountains in the dynamic city of Denver, the University of Denver is an ideal laboratory for physical and human geographers, as well as those studying human-environment interaction and geographic information science.

Since it was founded in 1945, the University of Denver’s department of geography has offered excellent opportunities for graduate students in teaching, research, academia, government and the private sector.

Quite simply, we are state-of-the-art. Among our distinctive assets
• Fully networked labs with frequent upgrades in hardware, specialized equipment and software
• Four Geographic Information Systems (GIS) labs which include most industry standard GIS software (All ESRI products, ERDAS Imagine, E-cognition, ENVI, Web Mapping and Geo-visualization products)
• USDA-approved soil and sediment lab, a weather and climate lab and the Hoyt Mineral Collection
• Multimedia teaching classrooms
• National and international field trips
• The Mount Evans field station (elevation 10,600 feet), is just 45 minutes from campus. Come visit our facilities, meet our faculty and students and see the advantages for yourself.

The Department of Geography and the Environment at the University of Denver offers programs leading to the MA in Geography, MS in Geographic Information Science (GISc) (on-campus and online programs) and PhD in Geography. Areas of teaching and research include biogeography, climatology, computer-assisted cartography, cultural ecology, cultural geography, development, ecological economics, economic geography, environmental geology, geographic information science, geovisualization, geomorphology, global change, hydrology, land use/land cover analysis, Latin America, natural resources, paleoenvironmental change, political ecology, population geography, Quaternary studies, remote sensing, soils, spatial analysis, sustainability, transportation, and urban geography and planning. With ten tenure-line faculty and four full-time lecturers, our faculty is very active in research, publishing numerous journal articles and presenting many conference papers every year. Our faculty members also are known for their excellence as instructors, with several faculty having earned major teaching awards.

Following are the simple steps to apply for graduate study in Geography at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines

• Applications (https://du-grad.edu.185r.net/application) for graduate study in Geography at the University of Denver must be submitted online.
• All online materials must be submitted, and all supplemental materials must be postmarked, by the program’s stated deadline: For the PhD, MA and MS GISc programs, applications are accepted once a year. The deadline is January 15, for the fall quarter. All online materials must be submitted, and all supplemental materials must be postmarked, by the program’s stated deadline for financial aid consideration. For the MS in GISc online program, applications are accepted on a year-round basis. The Department will review applicants whose files are complete by May 20, for summer and fall quarter admission; September 20, for winter quarter admission; and, December 20, for spring quarter admission.
• A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements

• Proof of a bachelor’s, and, if applicable, a master’s degree is required from a regionally accredited college or university.
• An appropriate undergraduate degree in geography or related discipline is normally required with a minimum GPA of 3.0. A master’s degree in geography or cognate discipline with a minimum GPA of 3.5 in graduate courses is normally required for admission to the doctoral program. If bachelor’s and master’s degrees are not in geography, the following prerequisites are required: introductory physical geography, introductory human geography, computer cartography, and geographic statistics.

Transcripts

• Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
• The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
• Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early.
• The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/ American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.
Test Scores

- The Graduate Record Examination (GRE) is required of all applicants, with a combined score of at least 300 on the verbal and quantitative sections of the exam. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. The institution code for the University of Denver is 4842.
- For the MS GISC online program only: applicants who have completed at least 12 hours in the University’s GIS certificate program, with a GPA of 3.5 or better, could waive the GRE requirement or the undergraduate GPA requirement, but not both. Students who have completed the certificate program can automatically waive the GRE requirement.

Language Proficiency

- Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the Geography graduate programs is 88 (iBT) or 570 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by Geography is 6.5. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) for complete English language proficiency requirements.
- Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

Personal Statement

- A personal statement of at least 300 words is required. The statement should be submitted via upload through the online application process. The personal statement should include information concerning your life, education, practical experience, special interests and specific purpose for applying to the University of Denver.

Recommendation Letters

- Three letters of recommendation are required. These letters should be solicited and uploaded by recommenders through the online application system. Letters must be received by the program’s stated deadline.

Financial Support

- To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.
- Information about financial aid can be found on the Office of Financial Aid (http://www.du.edu/apply/gradfinaid) website. International students are not eligible for federal financial aid.
- The department provides limited funding including merit-based aid, such as graduate scholarships and teaching assistantships, and need-based grant aid. Applicants who submit a FAFSA will be automatically considered for department funding opportunities.

Application Status

- We encourage you to be actively engaged in the admission process. You can check your application status online at https://webcentral.du.edu.

Mailing Address

- Mail official transcripts and any supplemental admission materials not submitted with the online application to:
  University of Denver
  Office of Graduate Studies
  Mary Reed Building, Room 5
  2199 S. University Blvd.
  Denver, CO 80208-4802

International Applicants

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information. International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.
Master of Science in Geographic Information Science

Students are assumed to possess a basic knowledge of cartography, geographic information systems and statistics. These prerequisites can be completed by taking the equivalent of GEOG 2000, GEOG 2020 and GEOG 2100.

Degree requirements

Coursework requirements

<table>
<thead>
<tr>
<th>Core coursework requirements</th>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 3000</td>
<td>Advanced Geographic Statistics</td>
</tr>
<tr>
<td>GEOG 3010</td>
<td>Geographic Information Analysis</td>
</tr>
<tr>
<td>GEOG 3140</td>
<td>GIS Database Design</td>
</tr>
<tr>
<td>GEOG 3150</td>
<td>GIS Project Management</td>
</tr>
<tr>
<td>GEOG 3200</td>
<td>Remote Sensing</td>
</tr>
<tr>
<td>GEOG 4020</td>
<td>Geographic Research Methodology</td>
</tr>
<tr>
<td>GEOG 4900</td>
<td>Graduate Colloquium in Geog</td>
</tr>
<tr>
<td>GEOG 4993</td>
<td>Capstone or Project</td>
</tr>
</tbody>
</table>

Electives 8-20

A minimum of 8 quarter hours of electives must be taken in geography from any of the GEOG courses at 3000 level or above.

Total Credits 48

Note: At least 12 credits of GEOG or geology coursework are required and no more than 24 credits will be accepted in transfer from the GIS certificate program.

Minimum number if credits required for degree: 48 credits

Non-coursework requirements:

- Capstone project
- Capstone project presentation

Capstone Project

Students will be required to produce a final project of professional quality demonstrating their ability to apply geographic information science to the chosen area of specialization. The project is done for, and with, a company, agency, nongovernmental organization or faculty member who is referred to as the client. The project must be used by the client and may be predominantly technical in nature or may include a research component. The project must demonstrate a mastery of one or more of the several geospatial technologies. It must require the student to engage in all facets of a project, from design to implementation. At the completion of the project, students will present their work to their peers. The identification of a project is the purpose of the Research Topic Identification course, typically taken during the spring quarter of the first year of attendance.

Master of Science in Geographic Information Science Online Degree Option

This option is designed for people wishing to complete the degree via an online format.

Prerequisites

Introduction to GIS — students entering the online MS in GISc degree program should have already completed an introductory GIS course at another academic institution, in the department of geography, or in the University College GIS certificate program. The introductory course GIS 3100 in the GIS certificate program fulfills this requirement. Work experience may be used to waive this prerequisite. Students must provide ample evidence on professional resume and be prepared to complete a basic GISc competency exam.

MS in GISc students are expected to be well versed in introductory statistics and cartography. Students are advised to take a statistics and cartography course prior to enrolling in graduate level classes.

Degree requirements

Coursework requirements

<table>
<thead>
<tr>
<th>Core coursework requirements</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 3000</td>
<td>Advanced Geographic Statistics</td>
</tr>
</tbody>
</table>
GEOG 3010  Geographic Information Analysis  
GEOG 3140  GIS Database Design  
GEOG 3150  GIS Project Management  
GEOG 3200  Remote Sensing (Remote Sensing is elective in GIS certificate program)  
or  GIS 4700  Remote Sensing  

Geography/GIS Elective Courses  
Select a minimum of five of the following courses:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 3040</td>
<td>GPS for Resource Mapping</td>
</tr>
<tr>
<td>GEOG 3410</td>
<td>Urban Applications in GIS</td>
</tr>
<tr>
<td>GEOG 3860</td>
<td>GIS Applications and Natural Resources</td>
</tr>
<tr>
<td>GEOG 3130</td>
<td>Advanced Geographic Information Systems</td>
</tr>
<tr>
<td>GIS 4100</td>
<td>Geospatial Technologies</td>
</tr>
<tr>
<td>GIS 4200</td>
<td>Geospatial Intelligence</td>
</tr>
<tr>
<td>GIS 4504</td>
<td>Cartographic Design</td>
</tr>
<tr>
<td>GIS 4510</td>
<td>GIS in Business</td>
</tr>
<tr>
<td>GIS 4520</td>
<td>GIS in Telecommunications</td>
</tr>
<tr>
<td>GIS 4530</td>
<td>Crime Mapping and Analysis</td>
</tr>
<tr>
<td>GIS 4630</td>
<td>Public Domain Data for GIS</td>
</tr>
<tr>
<td>GIS 4650</td>
<td>Demographic Analysis Using GIS</td>
</tr>
<tr>
<td>GIS 4680</td>
<td>Environmental Applications</td>
</tr>
<tr>
<td>GIS 4685</td>
<td>GIS and Natural Hazards</td>
</tr>
<tr>
<td>GIS 4690</td>
<td>GPS for GIS</td>
</tr>
<tr>
<td>GIS 4740</td>
<td>Digital Image Processing</td>
</tr>
<tr>
<td>GIS 4860</td>
<td>Internet Mapping</td>
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</table>

Capstone courses  
Complete both of the following courses:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 4020</td>
<td>Geographic Research Methodology</td>
</tr>
<tr>
<td>GEOG 4993</td>
<td>Capstone or Project</td>
</tr>
</tbody>
</table>

Total Credits  
48

Note: At least 24 credits counted towards the degree must be taken within the Department of Geography & the Environment at the University of Denver

Minimum number of credits required for degree: 48 credits

Non-coursework requirements:  
- Capstone project (committee approved)  
- Capstone project presentation at a professional forum

Capstone Presentation
Students preparing to graduate are expected to present the results of their capstone projects at a professional gathering. This can be a dedicated GISc meeting or conference. It can also be a topical meeting or conference, for example, a water industry or environment-focused gathering. Students may present a paper or participate in a conference poster session. There are numerous opportunities to present one’s work throughout the world and it is important for students to become involved in the GISc community.

Master of Arts in Geography
Requirements for students with prior degrees in geography:  
Students are presumed to possess a geographic background equivalent to what is required for an undergraduate major in geography.

For the MA degree, 45 quarter hours of course work and an acceptable thesis are required. Students can specialize in subfields within physical geography, human geography or human-environment interaction.
Degree requirements

Coursework requirements

Core coursework requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 3000</td>
<td>Advanced Geographic Statistics</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 4000</td>
<td>Fundamental Geographic Perspectives</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 4020</td>
<td>Geographic Research Methodology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 4900</td>
<td>Graduate Colloquium in Geog</td>
<td>0</td>
</tr>
</tbody>
</table>

Select one course from each of the following concentrations:

Human

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 4070</td>
<td>Human Geography Methods</td>
</tr>
<tr>
<td>GEOG 4071</td>
<td>Human Geography Projects</td>
</tr>
<tr>
<td>GEOG 4072</td>
<td>Human Geography Services</td>
</tr>
</tbody>
</table>

Physical

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 4080</td>
<td>Physical Geography Methods</td>
</tr>
<tr>
<td>GEOG 4081</td>
<td>Physical Geography Projects</td>
</tr>
<tr>
<td>GEOG 4082</td>
<td>Physical Geography Services</td>
</tr>
</tbody>
</table>

Geographic Information Science (GISc)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 4100</td>
<td>GIS Fundamentals</td>
</tr>
<tr>
<td>GEOG 4101</td>
<td>GIS Applications</td>
</tr>
<tr>
<td>GEOG 4102</td>
<td>GIS Advanced Users</td>
</tr>
</tbody>
</table>

Additional transfer, departmental, and other university courses

Total Credits 45

Note: Students must take a minimum of 33 credits in GEOG courses

Minimum number of credits required for degree: 45 credits

Non-coursework requirements:

- Research proposal presentation
- Thesis
- Final Oral Defense

Research Proposal Presentation

Each student is required to prepare and present a thesis proposal and have it formally approved by the student’s faculty committee.

Thesis Requirement

Original research of a geographic topic is required, the scope of which is determined by the thesis committee. The thesis should be of publishable quality.

Final Oral Defense

Upon completion of required course work, proposal approval and the thesis, each student will undergo a final oral defense. This exam is usually about two hours in length. The exam will address both course work and the thesis research. The final oral examination is to be conducted at least three weeks before the end of the quarter in which the degree is to be awarded. The examining committee consists of no fewer than three members chosen from the faculty of the department, although one member can be from a related cognate discipline outside the department. There is also an outside chairperson who must be a tenured or tenure-track faculty member from another department at the University of Denver serving as the university representative.

Additional Requirements for students without prior degrees in geography:

Any student desiring to pursue the MA in Geography who does not have a bachelor’s degree in Geography is required to either complete the Geography core courses listed below or show evidence of their completion of equivalent courses before continuing in the master’s program. While it may not be necessary to formally enroll in these core courses, the student is expected to attend all lectures, complete all assignments and exams, and earn the equivalent of at least a grade of B or better in each core course. Alternatively, the student can fulfill the requirement by serving as a teaching assistant for the course. Similarly, for courses taken in other departments or at other universities that are to be substituted for the core courses listed below, a grade of B or better is required. The student will be informed at the start of his/her graduate program of any required core course work, and deficiencies are to be completed as soon as possible after entering the graduate program. A student may not be advanced to candidacy until all deficiencies have been satisfied.

Additional degree requirements

Coursework requirements

Core coursework requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 1201</td>
<td>Environmental Systems: Weather</td>
</tr>
<tr>
<td>&amp; GEOG 1202</td>
<td>and Environmental Systems: Hydrology</td>
</tr>
<tr>
<td>&amp; GEOG 1203</td>
<td>and Environmental Systems: Landforms</td>
</tr>
<tr>
<td>or GEOG 1216</td>
<td>Our Dynamic Earth I</td>
</tr>
<tr>
<td>&amp; GEOG 1217</td>
<td>and Our Dynamic Earth II</td>
</tr>
<tr>
<td>&amp; GEOG 1218</td>
<td>and Our Dynamic Earth III</td>
</tr>
<tr>
<td>GEOG 1410</td>
<td>People, Places &amp; Landscapes (Intro to Human Geography)</td>
</tr>
</tbody>
</table>
### Degree requirements

#### Coursework requirements

A minimum of 117 quarter hours of credit is required for the doctoral degree, 45 hours of which may be awarded from the student's MA or MS program, and must include the equivalent of GEOG 3000, GEOG 4000, GEOG 4020, and GEOG 4900.

<table>
<thead>
<tr>
<th>Core coursework requirements</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the following courses or work with your advisor if the equivalent of the following courses were taken as part of your MA or MS program:</td>
<td></td>
</tr>
<tr>
<td>GEOG 3000</td>
<td>Advanced Geographic Statistics</td>
</tr>
<tr>
<td>GEOG 4000</td>
<td>Fundamental Geographic Perspectives</td>
</tr>
<tr>
<td>GEOG 4020</td>
<td>Geographic Research Methodology</td>
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<tr>
<td>GEOG 4900</td>
<td>Graduate Colloquium in Geog</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Geography courses</th>
<th>32</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete at least 32 additional credits in geography courses directed toward the dissertation research</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive courses</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete at least 12 additional credits in cognate coursework in a related field</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional coursework</th>
<th>0-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete 2 graduate seminar courses and 2 research tools to reach the number of minimum credits required for the degree</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfer Credit</th>
<th>0-45</th>
</tr>
</thead>
<tbody>
<tr>
<td>A maximum of 45 credits may be accepted as transferred in from a MA or MS program, including credits substituting core coursework requirements</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 117

### Non-coursework requirements:

- Two Research Tools Requirement
- PhD Research Proposal Presentation
- Comprehensive Examination
- Dissertation
- Oral Defense

### Two Research Tools Requirement

The options to meet the tool requirement include languages, geographic infromation systems, computer cartography, remote sensing and geographic statistics.

### PhD Research Proposal Presentation

Each student is required to prepare and present a dissertation proposal and have it formally approved by the student's faculty committee. This should be completed by the end of the second year for a full-time PhD student.

### Comprehensive Exam

This exam, which includes both written and oral parts, is designed to evaluate the student's work at the University of Denver.

This exam is usually scheduled after all substantive course work has been completed and the dissertation proposal has been approved. It must be taken at least three quarters prior to expected graduation. Students should consult with their adviser and committee members to achieve a greater understanding of what will be on the exam. The written portion of the exam can be taken in one of two formats: a written examination conducted in the department usually taken over two days, lasting four hours each day, or a take-home examination in which the student has five days to complete the exam. An oral examination is held two weeks after the written exam has been completed. A candidate who fails one or all parts of the comprehensive
exam may petition the department for re-examination. Re-examination, if granted by the department, may not be scheduled until the succeeding quarter and cannot be retaken more than once.

Dissertation and Oral Defense

Upon completion of course work, approved proposal, comprehensive exam and the dissertation, each student will undergo a final oral defense. An oral defense may not be scheduled until at least the second quarter following the quarter in which the comprehensive exam was successfully completed (the summer may count as a quarter, though no examinations should be scheduled during the summer). The final oral defense is to be conducted at least two weeks before the end of the quarter in which the degree is to be awarded. This defense is usually about two hours in length, and is composed of a 20–25 minute presentation by the student followed by questions from the committee. The examining committee consists of no fewer than four members chosen from the faculty of the department, related cognate disciplines, or outside the university. There is also a nonvoting outside member of the examining committee who serves as the chair for the final examination and must be a tenured faculty member at the University of Denver serving as the university’s representative.

For doctoral programs, research areas are limited to the fields of biogeography, climatology, cultural geography, economic geography, geographic information science, geomorphology, global change, human environment interaction, Latin America, paleoenvironmental change, population, Quaternary studies, transportation geography and urban geography in accordance with current faculty expertise.

Geography Courses

GEOG 3000 Advanced Geographic Statistics (4 Credits)
The second in a sequence of two courses that address general statistical applications particular to geography, environmental science and other disciplines dealing with a spatial dimension in the data they work with. The focus of this second course is on the more advanced multivariate statistical techniques. The course has a strong applied orientation as particular attention is given to which technique is the most appropriate to use for a given type of problem and how to interpret and apply the resulting statistics. Extensive use is made of computer statistics packages. Homework exercises involving such statistical techniques as multiple correlation and regression analysis, principle components analysis, discriminate analysis and canonical correlation. Prerequisite: GEOG 2000.

GEOG 3010 Geographic Information Analysis (4 Credits)
Reviews many basic statistical methods and applies them to various spatial datasets. In addition, several spatial statistical methods are applied to spatial datasets. This course is an in-depth study of the interface between GIS, spatial data, and statistical analysis. Preferred prerequisite: GEOG 2000. Prerequisite: GEOG 2100.

GEOG 3030 Advanced Field Methods (4 Credits)
Various field methods used by researchers in physical geography; techniques include field mapping, laboratory analyses, geologic field methods. Prerequisite: GEOG 1201 or equivalent.

GEOG 3040 GPS for Resource Mapping (4 Credits)
This course is an introduction to GPS (Global Positioning Systems) concepts, techniques, and applications as they relate to GIS data collection. Lectures focus on satellite surveying, GPS technology, error sources, program planning, data collection design, and Quality Control and Quality Assurance issues for data collection programs. Hands-on lab exercises include navigation, mission planning for a GPS survey, designing a field data collection plan and associated data dictionary, field data collection, differential correction, and data integration into a GIS and map production.

GEOG 3100 Geospatial Data (4 Credits)
This graduate-level course is designed to provide graduate students from a broad range of disciplines with the skills to carry out applied research tasks and projects requiring the integration of geographic information system technologies and geospatial data. Students are introduced to a collection of techniques and data sources with a focus on acquiring and integrating data. Legal, ethical, and institutional problems related to data acquisition for geospatial information systems are also discussed. Cross listed with GEOG 2100.

GEOG 3110 GIS Modeling (4 Credits)
This course focuses on the concepts and procedures used in discovering and applying relationships within and among maps. It extends the mapping and geo-query capabilities of GIS to map analysis and construction of spatial models. The course establishes a comprehensive framework that addresses a wide range of applications from natural resources to retail marketing. Topics include the nature of spatial data introduction to spatial statistics and surface modeling in the first five weeks followed by spatial analysis operations and modeling techniques in the second five weeks. The lectures, discussions and independent exercises provide a foundation for creative application of GIS technology in spatial reasoning and decision making.

GEOG 3130 Advanced Geographic Information Systems (4 Credits)
This advanced course explores the more technical aspects of GIS functions and data structures. Students have hands-on access to both raster (grid-cell) and vector-based software packages in the form of lab exercises that culminate in a small student-designed GIS project. Prerequisite: GEOG 2100.

GEOG 3140 GIS Database Design (4 Credits)
Designing databases to provide a foundation for GIS functions and applications, including investigating techniques used for designing databases in non-spatial environments and learning the applicability to GIS problems. Building on concepts and techniques introduced in the first half to extend traditional techniques and methodologies to model the requirements of spatial problems. Students learn to translate the conceptual spatial model into a physical implementation specific to GIS products. Prerequisite: GEOG 2100 or GEOG 3100.
GEOG 3150 GIS Project Management (4 Credits)
This course provides graduate students seeking a career in GIS, or anyone managing a GIS project, with the knowledge, skill and abilities to take a GIS project or program past the design and implementation phase and into day-to-day operation. Students evaluate and analyze the role of GIS in an organization's overall information system strategy and communicate the importance of geography in an information system. Data sharing in the organization is examined to determine the benefits and costs of distributing data creation and maintenance activities throughout an organization. Finally, the role of GIS professionals and the skill sets required to manage GIS effectively are examined. Students review case studies of successful and not-so-successful GIS projects in North America. GIS management issues are addressed by a series of case studies focusing on various management aspects. Students are also expected to visit operational GIS programs in the metropolitan area and interview GIS managers. Students prepare case study evaluations for review in the classroom. Required for all MSGIS students because of the critical importance of GIS project management.

GEOG 3200 Remote Sensing (4 Credits)
This course acquaints students with the basic techniques of the collection, processing and interpretation of information about the character of the earth's surface from remote locations. Students become familiar with the use of the visible, infrared, thermal and microwave portions of the electromagnetic spectrum as a means of determining land cover and/or land use. Both manual and computer-assisted techniques are discussed and include hands-on applications.

GEOG 3230 Advanced Remote Sensing (4 Credits)
This course will build on the basic remote sensing concepts presented in GEOG 3200. Students will explore more in-depth concepts relevant to satellite and airborne remote sensing, including radiative transfer and information extraction. In addition, students will be introduced to two cutting-edge sources of data about the Earth’s surface: hyperspectral and lidar (Light Detection and Ranging) sensors. Students will study specific applications of advanced digital image processing techniques for environmental monitoring, natural resource management, and land-use planning. Finally, students will integrate remote sensing and other spatial datasets in the context of Geographic Information System (GIS) analysis. Prerequisite: GEOG 3200.

GEOG 3300 Cultural Geography (4 Credits)
Themes and methods of cultural geography including cultural area, landscape, history and ecology.

GEOG 3310 Culture/Nature/Economics-Human Ecology (4 Credits)
Cultural adaptation, livelihood strategies and environmental modification among subsistence and peasant societies: responses of such groups to technological change and economic integration.

GEOG 3330 Political Geography (4 Credits)
This course explores contemporary movement of people across international borders and the social, cultural, political, economic, and environmental repercussions of such movements. The class looks at the global flow of people across national boundaries and the ways in which these dispersed peoples build and maintain social networks across national borders. While doing so, we address the role of globalization in international migration processes. What motivates people to move long distances, often across several international borders and at considerable financial and psychological cost? How do migrants change--and how in turn do they bring change, social as well as economic, to new destinations as well as places left behind? This course examines politics and patterns of migration, transnational migration, and immigration to the United States.

GEOG 3350 Qualitative Methods in Geography (4 Credits)
This course focuses upon qualitative methods in the production of geographic knowledge. Qualitative methods are widely employed by geographers to understand patterns and underlying processes of human and human-environment issues in society. The course is designed to expose participants to the theories, purpose, scope, and procedures of qualitative research. Specific topics include: epistemological theories (ways of knowing); ethics and power in research; research design; data collection techniques in interviewing, participant observation and landscape interpretation, discourse and archive analysis, and case studies; data analysis; and writing and disseminating qualitative findings.

GEOG 3400 Urban Landscapes (4 Credits)
Urbanization as a process; national urban systems; internal spatial structure of cities; role of transportation in urban development; location of residential, commercial and industrial activities; agglomeration economies; residential congregation and segregation; environmental justice; urban growth and growth coalitions; decentralization and urban sprawl; edge cities; impacts on the urban environment; world cities; globalization.

GEOG 3410 Urban Applications in GIS (4 Credits)
This course uses the tools of geographic information systems (GIS) to explore concepts of traditional urban geography, including defining cities/metropolis, internal urban structures, urban systems, industrial location, social and residential patterns, urban form, environmental problems, and urban planning. The course allows students to practice fundamental skills in GIS (e.g., working with attribute tables, spatial analysis, spatial queries) and cartography (map design, color theory, display of information). Depending on the quarter, students pursue individual projects of interest or client-based projects. Prerequisite: GEOG 2100 or GEOG 3100 or equivalent.

GEOG 3420 Urban and Regional Planning (4 Credits)
Historical evolution of planning theory and practices; comprehensive planning process; legal, political, economic, social, environmental aspects of urban planning; urban design; urban renewal and community development; transportation planning; economic development planning; growth management; environmental and energy planning; planning for metropolitan regions; national planning.
GEOG 3425 Urban Sustainability (4 Credits)
The 21st century is being called the 'century of the city.' Now more than ever, humans across the globe call the city their home. Many of the world's most pressing crises are manifest in cities, including: greenhouse gas emissions, land degradation, high mass production and consumption, widespread poverty and hunger, and expanding socio-economic disparities. As 'sustainability' becomes part of mainstream discourse, this course explores what sustainability means for urban contexts around the globe. Arguably, the city has the potential to be the most efficient, equitable, and environmental form of modern human settlement. Covering all dimensions of sustainability from a social science perspective, this course focuses on theoretical groundings, practices of urban sustainability, and new research agendas. Major topics include cities and nature; planning and land use; urban form; community and neighborhoods; transportation systems and accessibility; livelihood and urban economies; and social justice and the city.

GEOG 3440 Urban Transportation Planning (4 Credits)
A specialized course in the urban planning sequence focusing on issues, practices and policies of urban transportation planning. Recommended for anyone interested in timely transportation topics, such as the feasibility and impacts of light rail transit, the planning and implementation of highway projects, and the role of freight and passenger transportation companies in transportation planning.

GEOG 3445 Sustainability and Transportation (4 Credits)
Sustainable transportation aims at promoting better and healthier ways of meeting individual and community needs while reducing the social and environmental impacts of current mobility practices. Given the importance of transport for economic growth, the uncertainties surrounding the availability and price of future sources of energy for transport use, as well as the social and environmental externalities of currently-utilized transport modes, it is imperative that more sustainable ways of providing transportation be developed and utilized.

GEOG 3500 Reconstructing Quaternary Environments (4 Credits)
Nature, magnitude, sequence and causes of Pleistocene and Holocene climatic changes; effects of climatic change on plant/animal distributions and human populations; paleoclimatic research methods. Laboratory and field trips. Prerequisites: GEOG core, ENVI 3000.

GEOG 3510 Biogeography (4 Credits)
Biogeography focuses on present and past distributions of plants and animals. In this course we consider a number of themes central to biogeography, including plate tectonics and biogeography, the effects of climate change of plant and animal distributions, biogeographic realms, island biogeography, biodiversity, human impacts on plants and animals, and the origins of agriculture.

GEOG 3520 Geography of Soils (4 Credits)
Spatial variation in soil characteristics; soil processes, soil morphology, their application in soil studies. Prerequisite: GEOG 1203 or equivalent or instructor's permission. Recommended prerequisite: general chemistry.

GEOG 3550 Topics in Physical Geography (1-5 Credits)
Investigations into various aspects of physical environment.

GEOG 3560 Fluvial Geomorphology (4 Credits)
Examines how water and sediment interact at Earth's surface to create a variety of landforms ranging from small rills to continental-scale river systems. Introduces fundamental fluvial processes or channel hydraulics and sediment transport. Examines common fluvial landforms including alluvial streams, bedrock streams, floodplains and alluvial fans. Combines traditional lectures and in-class discussions with numerous field excursions to rivers in the Rocky Mountains and Great Plains. Prerequisite: GEOG 1203, GEOG 1218, or GEOG 1266.

GEOG 3600 Meteorology (4 Credits)
The basic theory and skills of weather forecasting. Topics include thorough coverage of atmosphere dynamics and thermodynamics, the evolution of various weather types, the mechanics of storm systems (cyclones, severe storms, hurricanes), creation and interpretation of weather maps, and forecasting techniques.

GEOG 3610 Climatology (4 Credits)
Climatology is the study of the processes that result in spatial and temporal variation of weather. This course introduces the student to the processes responsible for the transfer of matter and energy between the Earth's surface and the atmosphere and the average weather conditions that result. In addition, topics of global concern, such as greenhouse effect, El Nino, urban heat islands and acid rain, are discussed. Laboratory exercises provide an opportunity to investigate climate variation and climatic change through the use of a variety of computer simulations.
GEOG 3620 Applied Climatology (4 Credits)
Climatic impact on environmental systems and human behavior; techniques to investigate climatic characteristics of environmental extremes (floods, blizzards), urban climatology and socioeconomic impacts of climate. Prerequisite: GEOG 1201. Recommended Prerequisite: GEOG 3600 or GEOG 3610.

GEOG 3630 Dendroclimatology (2-4 Credits)
Systematic variations in tree ring width and/or density can be used to reconstruct changes in precipitation or temperature well before humans were around to record the variability. This class utilizes hands on methods to introduce the fundamental principles of dendroclimatology. Through readings and lectures, students will learn how tree ring growth can be correlated to climate change. Students will then undertake several research projects to reconstruct past climate variability in the Denver metro area using tree rings. Prerequisite: permission of instructor.

GEOG 3700 Environment & Development (4 Credits)
Course examines interrelated nature of environmental and development issues in the Third World; addresses the place of environment in development theory and practice and the political ecology of Third World environmental problems and sustainable development approaches.

GEOG 3701 Topics in Geographic Information Science (1-4 Credits)
Topics vary by instructor.

GEOG 3710 Environmental Change in the Eastern Mediterranean (2 Credits)
We tend to associate environmental problems with modern societies and high technology. However, humans have had impacts on the environment, and have had to cope with challenges brought by the environment, throughout their history. Western cultures are intimately linked to the eastern Mediterranean, where some of the earliest centralized governments arose, agriculture developed, and humans first began living in permanent settlements, so the region has a long history of human-environment interaction. This class focuses on historical, archaeological, and paleoenvironmental records from the region to investigate the impacts of human activities, including deforestation, intensive agriculture, and urban development, on the environment, and the ways in which societies in the region responded to natural environmental perturbations, including drought, earthquakes, and volcanic eruptions.

GEOG 3720 Mountain Environments and Sustainability (4 Credits)
Mountain Environments and Sustainability explores the unique physical and cultural aspects of high relief and/or high altitude environments. Covering one quarter of the Earth's land surface, mountains directly or indirectly impact the lives of millions of people. We examine the significance of mountains to climate, water resources, and human activities, and discuss the sustainability of these environments and communities in light of rapid changes in many mountain regions resulting from anthropogenic factors and global change. GEOG 1201, 1202, and 1203 or instructor approval.

GEOG 3730 International Environmental Policy (4 Credits)
This course acquaints students with the global perspective on current problems of environmental protection and resource use. Population growth, food production, industrialization, technology and cultural change are considered, with heavy emphasis on the social dynamics of environmental problems. A variety of political views are studied, and an attempt is made to develop a perspective useful to students in personal and political decisions.

GEOG 3740 Environmental Justice in the City (4 Credits)
This course is designed to acquaint students with environmental justice in the urban environment. This class focuses on the City of Denver as a laboratory to explore the disproportionate impacts of social justice issues, particularly urban pollution, healthy food sources, gentrification, light rail, and employment opportunities, on neighborhoods and communities. A variety of views are studied, and an attempt is made to develop a perspective useful to students to explain urban social justice conditions.

GEOG 3750 Topics in Human-Environment Interactions (1-4 Credits)
This course investigates various aspects of the relationships between human societies and the natural environment.

GEOG 3800 Geography of Colorado (4 Credits)
This course focuses on the physical and human geography of Colorado, a state that includes the western Great Plains, the southern Rocky Mountains, and the eastern Colorado Plateau. Colorado's varied natural landscapes provide equally varied settings for human settlement and resource use. Recommended Prerequisites: GEOG 1201, GEOG 1202, and GEOG 1203.

GEOG 3830 Natural Resource Analysis & Planning (4 Credits)
Natural resources provide the basis for all human agricultural and industrial activities. This course discusses our resource distribution, conservation, management and sustainable use.

GEOG 3840 Water Resource Analysis (4 Credits)
The focus of this course is on complex policy, economic and local, national and international, and political issues surrounding resource use in the western U.S. Issues include exploitation of nonrenewable and renewable energy and mineral resources; and flexible responses to changing public policy.

GEOG 3860 GIS Applications and Natural Resources (4 Credits)
In this course we will use a case study approach to examine domestic and international natural resources such as oil, coal, timber, minerals, and recycled materials. We will use a case study approach to look at resource distribution, and the environmental impacts of extraction, production, and disposal, as well as the legal and economic context. We will use GIS data and analysis to enhance our understanding of these case studies, and students will do a project and paper using GIS data and image analysis at a local, regional or global scale. Prerequisite: Introduction to GIS or Introduction to GIS Modeling.
GEOG 3870 Water Resources & Sustainability (4 Credits)
In this course, we look at water as both a local and global resource and examine what sustainability means for human and ecological realms. After an overview of the physical processes that drive the hydrologic cycle, surface and groundwater hydrology, we examine how humans have harnessed water for our use and how we both alter and treat its quality. We examine the legal aspects of water allocation in the U.S. and the groups and agencies that are most involved in managing and overseeing water issues. Finally, we examine the most pressing water “issues” related to wildlife, development, scarcity and conflict. We look forward to imagining the power of both the individual and the collective in meeting our future, global water needs.

GEOG 3880 Clean Tech and Sustainability (4 Credits)
Clean tech has only recently become part of our vernacular and it refers to the technology that enables us to produce energy in a manner that has little or no environmental impact (solar, geothermal, wind, responsible biofuels). Clean technology will not only offer us a chance to rehabilitate the climate, but should make us more aware of how fundamental our approach to everyday life needs a more sustainable consciousness. As part of the debate, we will examine some of the problems facing civilization, why we are not sustainable, who the major players are, and how a more sustainable existence is not just our moral obligation, but it is also good economics and sound foreign policy that will accelerate poverty alleviation.

GEOG 3910 Process Geomorphology (4 Credits)
The land surface of Earth is continuously altered by geomorphic processes. This class focuses upon the nature of these processes, the work that they perform and the resulting landforms. In addition, students become familiar with various methods of geomorphic analysis through the laboratory component of the class. Cross listed with GEOL 3010. Prerequisite: GEOG 1202 or GEOG 1217 or instructor’s permission.

GEOG 3920 Remote Sensing Seminar (4 Credits)
Special topics in advanced remote sensing.

GEOG 3930 Cultural Geography Seminar (4 Credits)
Topics, methods and current research in cultural geography.

GEOG 3940 Urban Geography Seminar (4 Credits)
International comparison of economic and social, positive and negative aspects of urban systems. Prerequisite: GEOG 3400 or GEOG 3420.

GEOG 3950 Physical Geography Seminar (2-4 Credits)

GEOG 3955 Pollen Analysis Seminar (3 Credits)
Pollen grains preserved in sediment provide long-term records of vegetation conditions. Changing proportions of pollen types may reflect climatic fluctuation or human impacts. We review important recent research in pollen analysis (palynology), pollen sampling, laboratory techniques and pollen identification. Students are responsible for counting a number of samples and contributing data for a pollen diagram.

GEOG 3990 Undergraduate Research Seminar (1 Credit)
This course is designed to prepare students who will participate in faculty-supervised summer research projects. Students are introduced to research design, use of the scientific method, research expectations and reporting of results. Preparation of formal research proposal with adviser.

GEOG 3991 Independent Study (1-5 Credits)

GEOG 3992 Directed Study (1-10 Credits)

GEOG 3995 Independent Research (1-5 Credits)

GEOG 4000 Fundamental Geographic Perspectives (4 Credits)
A foundation course for persons in the community, without a degree in geography, who want to pursue an education in or make use of computer-based geographic technology but who need a foundation in geographic concepts and perspectives.

GEOG 4020 Geographic Research Methodology (4 Credits)
This class prepares students to undertake creative geographic research leading to the generation of new knowledge. Students produce a NSF proposal by the end of the class. In class, students focus on methods rather than philosophy. This does not mean students go through a laundry list of the many methods employed by geographers (they can do this on their own). Students, however, focus on the methods that are appropriate for their research questions and, at the same time, maintain a healthy awareness and respect for methods employed by geographers in other fields. The class does not focus on the philosophy of the discipline or a particular field. However, these concerns should be apparent in your proposals. Indeed, various philosophical frameworks guide research questions and how students choose to answer those questions.

GEOG 4030 Advanced Field Research (1-5 Credits)

GEOG 4040 Research Topic Identification (0-5 Credits)
GEOG 4100 Application Design/Production I (4 Credits)
First of a two quarter sequence designed to be a culminating educational experience. Primarily lab-based with some lecture material, the various application requirements and guidance on how to go about accomplishing Application Design and Production tasks is provided. Prerequisites: GEOG 2000, GEOG 2100, GEOG 3100 or equivalent.

GEOG 4105 Application Design/Production II (4 Credits)
This course places emphasis on programming and producing technical reports and/or papers that will be published in the Geography Department's online applications library. Prerequisite: GEOG 4100.

GEOG 4410 Economic Geography (4 Credits)
The study of the location and spatial organization of economic activities at the local, national, and global scales. Concerned with the spatial configuration of firms, networks, industries, and regions within the emerging global economy. Cross listed with INTS 4410.

GEOG 4460 Air Transportation & Tourism (4 Credits)
This course will be cross listed with GEOG 3460 Air Transportation & Tourism.

GEOG 4584 Geographic Information Systems for Humanitarian Assistance (4 Credits)
This class prepares students for future employment and enables them to bring more wisdom and expertise to the practice of their professions. Geographic Information Systems (GIS) technology is critical to support decision making throughout the process of response, assistance, and development — key stages in any humanitarian action. Much of the information practitioner’s encounter is spatial in nature and GIS provides a toolbox from which to better understand and utilize this type of information. This class introduces students to GIS technology functionality and information management, and examines GIS’ usefulness in humanitarian response. Today, GIS is an essential technology for emergent managers which support decision making on various levels during preparedness, mitigation, response and recovery. One of the main reasons for that is that much of the information is spatial by nature. Additionally, geospatial and geospatial-temporal analysis of data allows us to quickly access and display relevant information through the creation of maps and reports. This course introduces students to the theoretical principles of geographic information systems and examines its potential for humanitarian assistance through case studies and hands-on training with GIS software. Prerequisite: INTS 4056.

GEOG 4701 Topics in Geography (4 Credits)
Topics vary by instructor.

GEOG 4810 Geography of Latin America (4 Credits)
In this course, we examine how past and present cultural preferences and political economies effect changes in Latin American landscapes. Cross listed with GEOG 2810.

GEOG 4900 Graduate Colloquium in Geog (0 Credits)
Solid foundation in history and philosophy of the discipline of geography; basis for further exploration of major research specialization.

GEOG 4930 Nicaragua: Development Dilemmas (4 Credits)
This class takes students to post-revolutionary Nicaragua to examine the consequences of recent land grabs by foreigners and transnational companies. Students learn to operate in a country with minimal "western" infrastructure. They learn to examine developing landscapes (that is, resorts and tourism infrastructure) with new eyes and from the perspective of locals who have been left out of the development loop. By the end of the class, students begin to understand the development game, begin to question the role of tourism in developing economies, begin to know how to interact with other cultures, and finally learn to question the landscapes we "see" and begin to peel back the layers to understand the social and physical evolution of the landscape before their eyes. This class takes an experiential approach and requires students to participate in a service learning experience. Service learning is defined as a course-based, credit bearing educational experience in which faculty, students, and community members participate in an organized service activity that addresses a self-identified community need. We work with several community-based and non-governmental organizations to ensure a good fit between community needs and student expertise.

GEOG 4950 Advanced Field Research (1-17 Credits)

GEOG 4991 Independent Study (1-5 Credits)

GEOG 4992 Directed Study (1-10 Credits)

GEOG 4993 Capstone or Project (1-4 Credits)
Includes technical design and development for MA geotechnical track project and MS-GIS capstone project.

GEOG 4994 Report (1-5 Credits)

GEOG 4995 Independent Research (1-5 Credits)
Includes field research for doctoral dissertation.

GEOG 4999 Geographic Internship (0-5 Credits)
Supervised internship in a government office at local, state or federal level or within private sector. Prerequisite: Permission of instructor.

GEOG 5991 Independent Study (1-5 Credits)

GEOG 5992 Directed Study (1-5 Credits)

GEOG 5995 Independent Research (1-10 Credits)
Geology Courses

GEOL 3010 Process Geomorphology (4 Credits)
The land surface of Earth is continuously altered by geomorphic processes. This class focuses upon the nature of these processes, the work that they perform and the resulting landforms. In addition, the student becomes familiar with various methods of geomorphic analysis through the laboratory component of the class. Cross listed with GEOG 3910. Prerequisite: GEOL 1010, GEOG 1202 or permission of instructor.

GEOL 3100 Environmental Geology (4 Credits)
Environmental geology examines geologic hazards, both natural and those attributable to human impacts on the environment from urban and regional development. Specific topics may include disposal of municipal solid waste and radioactive waste; flood, earthquake, volcanic hazards; groundwater pollution and withdrawal; mass-wasting phenomena; and energy-related issues. Prerequisite: GEOL 1010, GEOG 1203 or instructor's permission.

GEOL 3200 Sedimentology/Stratigraphy (4 Credits)
This course reviews the origin, geologic history, and depositional environments of sediments and sedimentary rocks. Course work concentrates on the identification of sedimentary rocks and depositional environments by first-hand observations of rocks in the Denver area. Prerequisite: GEOL 1010, GEOG 1203 or instructor's permission.

GEOL 3300 Petroleum Geology (4 Credits)
This class examines the geological occurrences of petroleum including the origin, migration, and accumulation of oil and natural gas. This class differs from traditional petroleum geology classes by offering an examination of the economics and politics underlying the oil and gas industry, and by considering alternatives to traditional hydrocarbon resources. Prerequisite: GEOL 1010, GEOG 1203 or instructor's permission.

GEOL 3520 Erosion Process & Measurement (4 Credits)
Soil erosion is arguably the most serious environmental problem worldwide. This course focuses upon the significance of this problem, the factors affecting erosion rates, the nature of the processes themselves, methods of measurement, estimation of erosion rates and erosion control practices. Prerequisites: GEOG 1203, GEOG 1218, or GEOG 1266.

GEOL 3540 Hydrology (4 Credits)
This course provides an overview of the hydrologic cycle with emphasis placed on the study of applied hydrology. Discussions include the fundamental characteristics of precipitation, runoff processes, calculation of flood hazards, aquifers (porosity and permeability), the geologic settings of groundwater, the basic physics of groundwater flow, and water supply and use. Prerequisite: GEOL 1010, GEOG 1203 or instructor's permission. Recommended prerequisite: one introductory statistics course.

GEOL 3900 Geomorphology Seminar (1-5 Credits)
Hill slopes comprise the vast majority of the Earth's land surface. It is upon these surfaces that nearly all of the human population must exist and, hopefully, flourish. Hill slopes assume various forms, and their shape influences their utility for various human endeavors. Numerous geomorphic processes operate upon hill slopes to determine their form, and human activities strongly influence the frequency and magnitude of these geomorphic processes. Consequently, hill slopes are an interface between the Earth and the human population. Prerequisite: GEOL 3010 or permission of instructor.

GEOL 3991 Independent Study (1-5 Credits)

Mathematics

Office: Aspen Hall 717
Mailing Address: University of Denver, Department of Mathematics, 2280 South Vine Street, Denver, Colorado 80208
Phone: 303-871-2911
Fax: 303-871-3173
Email: mailto:math-info@math.du.edu (math-info@math.du.edu)
Web Site: http://www.math.du.edu

The Department of Mathematics at the University of Denver offers MA, MS and PhD degrees in mathematics. Our graduate programs enroll about 25 students and provide a personalized, congenial and rewarding educational atmosphere where you will interact with faculty from the start. We have an extraordinarily active faculty of accomplished teachers and researchers with expertise in algebraic logic, computational geometry, dynamical systems, functional analysis, nonassociative mathematics, ordered structures, probabilistic combinatorics, quantum structures, and set theory.

The MS and MA degrees prepare students for careers in which mathematics plays a central role. The PhD is a research degree that prepares students to advance the frontiers of knowledge within a specific area of mathematics.

Our graduates are highly sought, not only for their knowledge of mathematics, but also for their ability to solve problems, to think abstractly, to see the big picture, and to articulate their ideas with clarity and precision. Our graduates have been successful in a remarkably diverse collection of careers, including industry, business, education and academia.

Following are the simple steps to apply for graduate study in Mathematics at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu) or the graduate coordinator at the Department of Mathematics.
Apply Online / Application Deadlines

- Applications (https://du-grad.edu.185r.net/application) for graduate study in Mathematics at the University of Denver must be submitted online.
- Students interested in competing for graduate teaching assistantships (GTAs) or financial awards for the fall quarter must submit all online materials and have all supplemental materials postmarked by the priority deadline, February 15. After the February 15 priority deadline, applications to Mathematics will be considered on a rolling basis and funding opportunities may be limited. Applications are considered for fall, winter or spring quarters.
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements

- Proof of a bachelor’s degree is required from a regionally accredited college or university. Degree candidates must have a BS or BA in mathematics or a related field. Specific course requirements and prerequisites for individual degree programs are subject to change.

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed, including study abroad and college coursework completed in high school.
- The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
- Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early.
- Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.
- The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.

Test Scores

- The Graduate Record Examination (GRE) is required. Scores must be received directly from the appropriate testing agency. Students interested in graduate teaching assistantships (GTAs) or financial awards for the fall quarter must make sure that scores are received by the priority deadline, February 15. The institution code for the University of Denver is 4842.

Language Proficiency

- Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual for complete English language proficiency requirements.
- Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English.

Personal Statement

- A personal statement of at least 300 words is required. The statement should include information concerning your life, education, practical experience, special interests and specific purpose in applying to the University of Denver’s Department of Mathematics. The statement should be submitted via upload through the online application process.

Recommendation Letters

- Three letters of recommendation are required. These letters should be solicited and uploaded by recommenders through the online application system. Students interested in competing for graduate teaching assistantships (GTAs) or financial awards for the fall quarter must make sure that all letters of recommendation are received by the priority deadline, February 15.
Financial Support

- To be considered for federal financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15. Information about financial aid can be found on the Office of Financial Aid website (http://www.du.edu/apply/gradfinaid). International students are not eligible for federal financial aid.
- Graduate teaching assistantships provide a full tuition waiver, health benefits, and a stipend of $20,000 (PhD students, 2013-14), $17,300 (MS students, 2013-14) for the nine-month year. The assistantships are renewable. These positions are merit-based and are awarded on a competitive basis.
- Dean's graduate student scholarships provide half-time tuition waiver to graduate students who are not funded by graduate teaching assistantships. The scholarship is renewable for an additional year (masters students) or two additional years (doctoral students). These positions are merit-based and are awarded on a competitive basis.

Application Status

- We encourage you to be actively engaged in the admission process. You can check your application status online at https://webcentral.du.edu.

Mailing Address

- Mail official transcripts and any supplemental admission materials not submitted with the online application to:
  University of Denver
  Office of Graduate Studies
  Mary Reed Building, Room 5
  2199 S. University Blvd.
  Denver, CO 80208-4802

International Applicants

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information. International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.

The Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) provides complete details regarding admission requirements.

Master of Arts in Mathematics

Degree Requirements

Coursework Requirements

Every student's course of study must be approved in consultation with a designated departmental advisor.

<table>
<thead>
<tr>
<th>Approved MATH 4XXX courses (minimum 12 credits)</th>
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<tbody>
<tr>
<td>Additional graduate-level MATH courses</td>
<td></td>
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<tr>
<td><strong>Total Credits</strong></td>
<td>45</td>
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</tbody>
</table>

**Minimum credits required for degree: 45**

This degree requires completion of 45 credits of graduate-level MATH courses, including at least 12 credits of approved MATH courses at the 4000 level.

At most 10 credits from another university may count toward the degree, and such credits must be approved in writing by an advisor from the Mathematics faculty.

No thesis is required.

Master of Science in Mathematics

Degree Requirements

Coursework Requirements

Every student’s course of study must be approved in consultation with a designated departmental advisor.

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<tr>
<th>Approved MATH 4XXX courses (minimum 12 credits)</th>
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<tbody>
<tr>
<td>Approved cognate area (up to 15 credits)</td>
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</table>
Minimum credits required for degree: 45
This degree requires completion of 45 credits of graduate-level MATH courses, including at least 12 credits of approved MATH courses at the 4000 level.

Up to 15 credits may be in an approved cognate area. At most 10 credits from another university may count toward the degree, and such credits must be approved in writing by an advisor from the Mathematics faculty.

Non-coursework Requirements
- Tool requirement: Demonstrated competency in a tool is required and may be chosen from among the following: proficiency in the use of a modern computing typesetting system; approved outside courses; laboratory experience; or reading competency in French, German or Russian.

No thesis is required.

Doctor of Philosophy in Mathematics
This degree requires completion of at least 135 graduate-level credits beyond the BA or BS degree; passing of preliminary examinations; completion of a tool requirement; and completion of a written dissertation.

Although a master’s degree is not a prerequisite for acceptance into the PhD program, each student is required to obtain a master’s degree in mathematics before completing 80 credits in the PhD program.

Degree Requirements
Course Requirements
Every student’s course of study must be approved in consultation with a designated departmental advisor.

MATH 4XXX courses (minimum of 36 credits)

Additional Coursework (Chosen in consultation with the student’s academic advisor.)
- Up to 35 credits may be taken in other relevant disciplines, as approved by the mathematics department graduate committee.

Minimum credits required for degree: 135
Non-coursework Requirements
- Preliminary Examinations
  Every student admitted to the PhD program is expected to pass a written preliminary examination in analysis and a written preliminary examination in algebra. Both preliminary examinations are designed to test whether students in the PhD program have the adequate undergraduate preparation to continue in the program with a reasonable chance of success.

  Both examinations are offered twice per year: during the week immediately preceding the first week of the fall quarter, and during the first week of the winter quarter. A student must pass both exams by no later than the end of the winter quarter of his/her second year in the program unless the graduate committee grants an extension of this deadline for exceptional and documented reasons.

- Tool Requirement
  It is strongly recommended that students satisfy their tool requirement by demonstrating the ability to use a modern computer typesetting system. Other options include: reading competency in two languages selected from French, German and Russian; a series of outside courses in another discipline; a significant laboratory experience involving mathematics.

- Dissertation
  The dissertation must make a significant contribution to the research literature in mathematics.

  After the dissertation has been completed, the student must defend it in a final examination, as specified by the Office of Graduate Studies.

Courses
MATH 3000 The Real World Seminar (1 Credit)
Lectures by alumni and others on surviving culture shock when leaving the University and entering the job world. Open to all students regardless of major. Cross listed with COMP 3000.
MATH 3010 History of Mathematics (4 Credits)
This course surveys major mathematical developments beginning with ancient Egyptians and Greeks and tracing the development through Hindu-Indian mathematics, Arabic mathematics, and European mathematics up to the 18th century. Prerequisite: MATH 1953 or MATH 1963.

MATH 3040 Lattices and Order (4 Credits)
Ordered sets, lattices as relational and as algebraic structures, ideals and filters, complete lattices, distributive and modular lattices, Boolean algebras, duality for finite distributive lattices. Prerequisite: MATH 2200.

MATH 3050 Set Theory (4 Credits)
Zermelo-Fraenkel axioms, axiom of choice, Zorn's Lemma, ordinals, cardinals, cardinal arithmetic. Prerequisite: MATH 2200.

MATH 3090 Mathematical Probability (4 Credits)
Limit theorems for independent random variables, multivariate distributions, generating functions. Prerequisites: MATH 2080 and MATH 3080.

MATH 3161 Introduction to Real Analysis (4 Credits)
A theoretical introduction to the foundations of calculus including sequences, limits, continuity, derivatives and Riemann integration. Prerequisites: MATH 2080 and MATH 2200.

MATH 3166 Group Theory (4 Credits)
Groups and homomorphisms, isomorphism theorems, symmetric groups and G-sets, the Sylow theorems, normal series, fundamental theorem of finitely generated abelian groups. Cross listed with MATH 4166. Prerequisite: MATH 3170.

MATH 3170 Introduction to Abstract Algebra (4 Credits)
Examples of groups, permutations, subgroups, cosets, Lagrange theorem, normal subgroups, factor groups, homomorphisms, isomorphisms, rings, integral domains, quaternions, rings of polynomials, Euclid algorithm, ideals, factor rings, maximal ideals, principal ideals, fields, construction of finite fields. Prerequisite: MATH 2060 and MATH 2200.

MATH 3260 Metric Spaces (4 Credits)
Metric spaces and continuous functions; completeness and compactness; examples including norm spaces; pointwise and uniform convergence; Baire Category Theorem. Cross listed with MATH 4260. Prerequisite: MATH 3161 or equivalent.

MATH 3311 Linear Programming (4 Credits)
Linear optimization models, simplex algorithm, sensitivity analysis and duality, network models, dynamic programming, applications to physical, social and management sciences. Prerequisite: MATH 2060.

MATH 3312 Markov Chains (4 Credits)
Discrete-time and continuous Markov Chains, ergodic theorems, random processes, elementary queueing theory, applications. Prerequisite: MATH 2060 and MATH 3080.

MATH 3350 Introduction to Theory of Numbers (4 Credits)
Concepts of nonanalytic number theory and its history; prime numbers, divisibility, continued fractions, modular arithmetic, Diophantine equations and unsolved conjectures. Prerequisites: MATH 2200.

MATH 3451 Chaos, Dynamics & Fractals (4 Credits)
Introduction to one-dimensional dynamical systems, fractals; fixed and periodic points; sources and sinks; period doubling and tangent node bifurcations; chaotic dynamical systems; Sarkovskii's Theorem. Prerequisite: MATH 3161.

MATH 3550 Introduction to Theory of Numbers (4 Credits)
Specific geometrical systems including finite, Euclidean, non-Euclidean and projective geometries. Prerequisite: MATH 2200.

MATH 3600 Mathematical Logic (4 Credits)
Classical propositional calculus (deductive systems and truth-table semantics), first-order logic (axiomatization and completeness), elements of recursion theory, introduction to nonclassical logics. Prerequisite: MATH 2200.

MATH 3651 Ordinary Differential Equations (4 Credits)
Modeling of phenomena by ordinary differential equations; techniques of analysis and solution of such equations; oscillation theory and boundary value problems, power series methods, special functions, Laplace transforms and difference equations. Prerequisites: MATH 2060 and MATH 2070.

MATH 3661 Partial Differential Equations (4 Credits)
First and second order linear equations, Fourier series, the wave equation, the Cauchy problem, the heat equation, maximum principles, Laplace's equation, Green's functions. Prerequisites: MATH 2070 and MATH 2080.

MATH 3701 Combinatorics (4 Credits)
The principles of inclusion and exclusion, elementary counting techniques, systems of distinct representatives, partitions, recursion and generating functions, Latin squares, designs and projective planes. Prerequisite: MATH 2200.

MATH 3705 Topics in Mathematics (4 Credits)
Varying selected advanced topics in mathematics, depending on student demand and instructor interest.
MATH 3710 Graph Theory (4 Credits)
Paths, cycles, trees, Euler tours and Hamilton cycles, bipartite graphs, matchings, basic connectivity theorems, planar graphs, Kuratowski’s theorem, chromatic number, n-color theorems, introduction to Ramsey theory. Prerequisite: MATH 2200.

MATH 3720 Coding Theory (4 Credits)
Goals of coding theory and information theory, instantaneous and Huffman codes, Shannon theorems, block and linear codes, generating and parity-check matrices, Hamming codes, perfect codes, binary Golay code, Reed-Muller codes, cyclic codes, BCH codes, Reed-Solomon codes, ideas of convolutional and turbo codes. Prerequisite: MATH 3170.

MATH 3851 Functions Complex Variable (4 Credits)
Complex numbers, analytic functions, complex integration, series expansions, residue theory, conformal maps, advanced topics and applications.

MATH 3911 Independent Study (1-10 Credits)
Cannot be arranged for any course that appears in regular course schedule for that particular year.

MATH 3992 Directed Study (1-10 Credits)

MATH 4050 Combinatorial Set Theory (4 Credits)
Beginning with a quick review of ZFC, the standard axioms of set theory, the course covers advanced ordinal and cardinal arithmetic and infinitary combinatorics, including Ramsey theory. Additional axioms such as the Continuum Hypothesis, Martin’s Axiom, and combinatorial principles such as Diamond and their consequences for mathematics are studied. Prerequisite: MATH 3050.

MATH 4060 Descriptive Set Theory (4 Credits)
Descriptive Set Theory is one of the main branches of modern set theory. Set theory provides techniques for the precise study of real analysis. This course covers trees as tools for analyzing sets of real numbers, Polish spaces, the Borel hierarchy, Baire-measurability, extensions of continuous functions, separation theorems, and more. Prerequisite: MATH 3050.

MATH 4070 Proof Theory (4 Credits)
Hilbert-style systems, Natural deduction, (simply typed) lambda calculus, combinatory logic, the Curry-Howard correspondence, normalization, cartesian closed categories, Sequent calculi, cut elimination and applications, structural rules; logical systems: classical, intuitionistic, relevance, linear; algebraic semantics. Recommended prerequisite: MATH 2200.

MATH 4080 Algebraic Logic (4 Credits)
Elements of universal algebra, lattice theory and first-order logic; elements of abstract algebraic logic (deductive systems, algebraization, deduction filters, deduction theorems, matrix semantics); sequent calculi for substructural logics, residuated lattices, structure theory for congruences and deductive filters; subvariety lattices (atomic varieties, axiomatizations of joins, translations); algebraic cut elimination; (un)decidability and finite model property. Prerequisites: MATH 3170 and either MATH 3040 or MATH 3060.

MATH 4110 Topology (4 Credits)
Point set topology including topological spaces, connectedness, compactness and separate axioms; preparation for advanced courses in analysis. Cross listed with MATH 3110.

MATH 4120 Algebraic Topology (4 Credits)
Fundamental groups, simplicial homology, Euler characteristic classification of surfaces, manifolds. Prerequisites: MATH 3170 and MATH 3110/4110.

MATH 4162 Rings and Modules (4 Credits)
Ideals, left and right R-modules, simple modules, totally decomposable modules, Wedderburn-Artin theorems, Artinian and Noetherian rings and modules, Hopkins theorem, Hilbert basis theorem, free modules, projective and injective modules, Kaplanski theorem. Prerequisites: MATH 3176 or MATH 4176.

MATH 4163 Universal Algebra (4 Credits)
Universal algebras, congruences, lattices, distributive lattices, modular lattices, Boolean algebras, subdirectly irreducible algebras, Mal’cev theorems, varieties, Birkhoff theorem. Prerequisites: MATH 3170 and either MATH 3040 or MATH 3060.

MATH 4164 Galois Theory (4 Credits)
The fundamental theorem of algebra, field extensions, ruler and compass constructions, normal and separable extensions, field automorphisms, Galois correspondence, solvability and simplicity, calculating Galois groups. Prerequisite: MATH 3176/MATH 4176 and MATH 3166/MATH 4166.

MATH 4166 Group Theory (4 Credits)
Groups and homomorphisms, isomorphism theorems, symmetric groups and G-sets, the Sylow theorems, normal series, fundamental theorem of finitely generated abelian groups. Cross listed with MATH 3166. Prerequisite: MATH 3170.

MATH 4168 Lie Groups and Lie Algebras (4 Credits)
Lie groups and Lie algebras, fundamental theorems of Lie, general structure theory; compact, nilpotent, solvable, semisimple Lie groups; classification of semisimple Lie algebras; representation theory of compact and semisimple Lie algebras and Lie groups. Additional topics as time permits: universal enveloping algebras, symmetric spaces. Prerequisites: MATH 3161 and MATH 3170.

MATH 4176 Rings and Fields (4 Credits)
Rings, domains, fields; ideals, quotient rings, polynomials; PID’s, UFD’s, Euclidean domains; maximal and prime ideals, chain conditions; extensions of fields, splitting fields, algebraic and transcendental extensions; brief introduction to Galois theory. Cross listed with MATH 3176. Prerequisite: MATH 3170 or equivalent.
MATH 4181 Loop Theory (4 Credits)
Quasigroups, loops, latin squares, 3-nets, isotopy, multiplication groups, inner mapping groups, nuclei, commutant, center, associator subloop, inverse properties, power-associative loops, Bruck loops, Bol loops, Moufang loops, octonions. Prerequisites: MATH 3166 or MATH 4166.

MATH 4260 Metric Spaces (4 Credits)
Metric spaces and continuous functions; completeness and compactness; examples including norm spaces; pointwise and uniform convergence; Baire Category Theorem. Cross listed with MATH 3260. Prerequisite: MATH 3161 or equivalent.

MATH 4270 Hilbert Spaces (4 Credits)
Schwarz and triangle inequalities, Reisz lemma, subspaces and orthogonal projections, orthonormal bases, spectrum of bounded linear operators, compact, self-adjoint, normal and unitary operators, spectral theorem and, if time permits, unbounded operators. Also, if time permits, applications to partial differential equations, physics and engineering. Prerequisites: MATH 3260 or MATH 4260 or MATH 3110 or MATH 4110.

MATH 4280 Measure Theory and Applications (4 Credits)
Definition of Measure spaces; Lebesgue measure; limit theorems; Raydon-Nikodym Theorem; introduction to L_p spaces. Prerequisite: MATH 3260/4260 or MATH 3110/4110.

MATH 4290 Dynamical Systems (4 Credits)
Topological and measure theoretical dynamical systems; properties and invariants of systems; symbolic dynamics; Ergodic Theorems; applications. Prerequisites: MATH 3110/4110 or MATH 3260/4260.

MATH 4300 Graduate Seminar (1-4 Credits)
Students research a topic of their choosing with the aid of a faculty member, and then prepare and present a formal lecture on the subject. Prerequisite: graduate standing or consent of the instructor.

MATH 4400 Differential Geometry (4 Credits)
Planar and spatial curves, global properties of curves, surfaces in three dimensions, the first fundamental form, curvature of surfaces, Gaussian curvatures, geodesics, Theorema Egregium, hyperbolic geometry. Prerequisites: MATH 3170 and either MATH 3110/4110 or MATH 3260/4260.

MATH 4501 Functional Analysis (4 Credits)
Advanced topics in structure of linear spaces; Banach spaces; Hahn-Banach Theorem and Duality; Uniform Boundedness Theorem; Open Mapping and Closed Graph Theorems; Stone-Weierstrass Theorem; Topics in Hilbert Spaces. Prerequisite: MATH 4280.

MATH 4700 Special Topics in Mathematics (1-4 Credits)

MATH 4701 Combinatorial Algorithms (4 Credits)
Basic enumeration techniques; representations of combinatorial objects; algorithms for searching, sorting, generating combinatorial objects, graph algorithms. Prerequisites: MATH 3701 or MATH 3710.

MATH 4705 Special Topics Applied Math (1-5 Credits)
Varying selected advanced topics in mathematics, depending on student demand. Possible alternatives include of variations, partial differential equations, algebraic topology, differential manifolds, special functions.

MATH 4991 Independent Study (1-10 Credits)
Cannot be arranged for any course that appears in course schedule for that particular year.

MATH 4992 Directed Study (1-10 Credits)

MATH 4995 Independent Research (1-10 Credits)
Research projects undertaken in conjunction with a faculty member.

MATH 5000 Doctoral Seminar (3 Credits)
Techniques, methods used in mathematical, computing research. Includes proofs, bibliographic searching, writing styles, what constitutes an acceptable dissertation.

MATH 5991 Independent Study (1-10 Credits)
Cannot be arranged for any course that appears in the regular course schedule for that particular year.

MATH 5995 Independent Research (1-10 Credits)
Research leading to a dissertation.

Natural Sciences General

Office: Natural Sciences and Mathematics (http://www.du.edu/nsm)
Mail Code: 2050 E. Iliff Avenue, Room 228, Denver, CO 80208
Phone: 303-871-4866

Professional science Master in biological sciences

The Professional Science Master's (PSM) with a concentration in Biomedical Sciences offers rigorous academic training and professional practical skills to prepare students for challenging careers in the biomedical sciences and allied health sciences. The program strives to provide strong scientific knowledge and promote global-awareness, ethics, communication and other important professional skills through acquiring knowledge within and
across disciplines at DU. Students will gain an awareness and knowledge of the many current issues and concerns facing the fields of allied health and biomedical sciences industries.

**Molecular and Cellular Biophysics**

The Molecular and Cellular Biophysics PhD (MCB) program provides opportunities for doctoral studies in the interdisciplinary field of biophysics. Participation of faculty from the Departments of Biological Sciences, Chemistry & Biochemistry, and Physics & Astronomy enhances the strength and breadth of our program by incorporating cross-disciplinary and collaborative approaches to research. The MCB PhD program is centered on research activities that coincide with faculty experience and expertise. Areas of research in the MCB program include cellular physiology, developmental dynamics, protein folding and aggregation, protein network analysis, signal transduction cascades, synthetic biology, systems biology and the development of novel imaging techniques. Projects at the interface of traditional disciplines of physics, biology and chemistry as well as methods of mathematical analysis and computer modeling are particularly encouraged.

The MCB PhD program offers both a core foundation in biophysical theory and practice yet provides flexibility and individualized attention such that students with diverse scientific backgrounds will have the opportunity to be trained in molecular and cellular biophysics. During their first year in the program, students conduct lab rotations, take a year-long course sequence that covers foundations of molecular and cellular biophysics and take additional graduate courses to supplement their undergraduate training. At the end of their first year, students will join the lab in which they will conduct their thesis research.

Students with strong quantitative undergraduate backgrounds (e.g., undergraduate degrees in physics, chemistry, mathematics, computer science/engineering) who desire to apply these skills to various biological problems, as well as students with a background in cell or molecular biology with a solid foundation in mathematics and physics are particularly encouraged to apply. Financial aid is usually offered in the form of Graduate Teaching or Graduate Research Assistantships, which cover tuition costs and provide a stipend for living expenses.

Following are the simple steps to apply for graduate study in Molecular and Cellular Biophysics at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

**Apply Online / Application Deadlines**

- Applications for graduate study in Molecular and Cellular Biophysics at the University of Denver must be submitted online. All online materials must be submitted, and all supplemental materials must be postmarked, by the program's stated deadline: January 31 for the fall term. The program accepts applications after this date on a rolling basis until all positions are filled.
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

**Transcripts / Course and Degree Prerequisites and Requirements**

- Students with strong quantitative undergraduate backgrounds (e.g., undergraduate degrees in physics, chemistry, mathematics, computer science/engineering) who desire to apply these skills to various biological problems, as well as students with a background in cell or molecular biology with a solid foundation in mathematics and physics are encouraged to apply. A minimum of one year of calculus and one year college physics (preferably calculus-based) regardless of undergraduate major are required.
- Applicants are required to submit an official transcript from each post-secondary institution attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed. Proof of a bachelor's, and if applicable, a master's degree from a regionally accredited college or university is required. Applicants must also account for any study undertaken outside the United States. If study abroad course work with grades and course titles do not appear on a transcript, those records must be obtained as well. All transcripts must be official and received in the Office of Graduate Studies in a sealed envelope. University of Denver students and alumni do not need to provide DU transcripts as these will be requested by the Office of Graduate Studies.
- Transcripts issued in a language other than English must be accompanied by a certified English translation. Students who have earned a degree outside the U.S. must also submit proof of graduation, typically through a degree certificate or diploma. If you have been educated outside the U.S., we encourage you to contact the Office of Graduate Studies for assistance regarding transcript-related materials. DU's in-house foreign credential evaluation may take up to four weeks. This evaluation must be complete by the program's stated deadline. Applicants with education credentials from outside of the U.S. are encouraged to apply early.

**Test Scores**

- The Graduate Record Examination (GRE) general is required and a subject test is recommended. Competitive subject GRE scores will strengthen a candidate's application. Applicants can report subject GRE scores in any of the following disciplines: Physics, Chemistry, Biology, Biochemistry, Cell and Molecular Biology. Scores must be received directly from the appropriate testing agency by the program's stated deadline. The institution code for the University of Denver is 4842. Non-native English speakers are required to provide scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Please note: this requirement is independent of citizenship status.
- The minimum TOEFL score accepted by DU is 80 (iBT) or 550 (paper-based). The minimum IELTS score accepted by DU is 6.0. Non-native English speakers who hold a post-secondary degree from an institution where English is the only language of instruction and examination or who hold a regionally accredited baccalaureate degree from a U.S. institution are exempt from the TOEFL/IELTS requirement. There are no exemptions for graduate teaching assistants.
• Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please visit the International Applicant (http://www.du.edu/learn/graduates/internationalapplicants.html) website for a list of TOEFL/IELTS requirements.

**Personal Statement**

• A personal statement of at least 300 words is required. The statement should include information concerning your education, practical (research) experience, special interests and specific purpose for applying to the interdisciplinary program in molecular and cellular biophysics at the University of Denver. The statement should be submitted via upload through the online application process.

**Resume / C.V.**

• A resume or C.V. is required. This should include work experience, research, and/or volunteer work. The resume or C.V. should be submitted via upload through the online application process.

**Recommendation Letters**

• Three letters of recommendation are required. These letters should be solicited and uploaded by recommenders through the online application system. Letters must be received by the program’s stated deadline.

**Financial Support**

• Students are supported by graduate teaching assistantships through the program for the first year, and on graduate research or teaching assistantships, arranged by their faculty thesis advisor, in their subsequent years. Either mechanism typically includes tuition waiver, stipend and health insurance.

• To be considered for federal financial aid, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline: February 15. Information about financial aid can be found on the Office of Financial Aid (http://www.du.edu/financialaid/graduate) website. International students are not eligible for federal financial aid.

**Application Status**

• We encourage you to be actively engaged in the admission process. You can check your application status online at PioneerWeb (https://PioneerWeb.du.edu).

**Professional Science Master in Biological Sciences**

**Degree Requirements**

**Coursework Requirements**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 4211</td>
<td>Advanced Cell Biology</td>
</tr>
<tr>
<td>BIOL 4870</td>
<td>Medical Ethics</td>
</tr>
<tr>
<td>BIOL 4085</td>
<td>Accelerated Biostatistics</td>
</tr>
<tr>
<td>BIOL 4212</td>
<td>Advanced Molecular Biology</td>
</tr>
<tr>
<td>BIOL 4231</td>
<td>Responsible Conduct in Rsrch</td>
</tr>
<tr>
<td>BIOL 4213</td>
<td>Advanced Cell Signaling</td>
</tr>
<tr>
<td>BIOL 4880</td>
<td>Capstone in Biomedical Sciences</td>
</tr>
</tbody>
</table>

| Elective Courses | 26 |

Electives can be chosen from the approved list of existing elective courses in consultation with the Program Director. Additional upper level (3000- or 4000-level) elective courses will be considered with approval of the Program Director.

**Natural Sciences**

<p>| BIOL 3100 | Histology: Medical Microanatomy |  |
| BIOL 3120 | General Microbiology |  |
| BIOL 3145 | Cellular and Molecular Biology of Cancer |  |
| BIOL 3230 | Nutrition |  |
| BIOL 3250 | Human Physiology |  |
| BIOL 3610 | Developmental Biology |  |
| BIOL 3640 | Introductory Neurobiology |  |
| BIOL 3641 | Systems Neuroscience |  |
| BIOL 3642 | Neuropharmacology |  |
| BIOL 3643 | Developmental Neurobiology |  |
| BIOL 3644 | Neuromuscular Pathophysiology |  |
| BIOL 3670 | Molecular Immunology |  |
| BIOL 3800 | Human Molecular Biology |  |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BIOL 3910</td>
<td>Viruses &amp; Infectious Human Diseases</td>
</tr>
<tr>
<td>CHEM 3130</td>
<td>Chemical Systems III</td>
</tr>
<tr>
<td>CHEM 3812</td>
<td>Biochemistry-Membranes/Metabolism</td>
</tr>
<tr>
<td>CHEM 3811</td>
<td>Biochemistry-Proteins</td>
</tr>
<tr>
<td>CHEM 3813</td>
<td>Biochemistry-Nucleic Acids</td>
</tr>
<tr>
<td>GEOG 3470</td>
<td>GIS &amp; Environmental Health Geography</td>
</tr>
<tr>
<td>INTS 4367</td>
<td>Global Health Affairs</td>
</tr>
<tr>
<td>INTS 4516</td>
<td>Major Diseases in Global Health: From Pathophysiology to Action</td>
</tr>
<tr>
<td>INTS 4423</td>
<td>Introduction to Epidemiology</td>
</tr>
<tr>
<td>INTS 4435</td>
<td>Health and Development</td>
</tr>
<tr>
<td>INTS 4362</td>
<td>Gender and Health</td>
</tr>
<tr>
<td>INTS 4368</td>
<td>HIV &amp; AIDS in International Affairs</td>
</tr>
<tr>
<td>INTS 4366</td>
<td>Reproductive Health</td>
</tr>
<tr>
<td>INTS 4465</td>
<td>Population, Society, and Development</td>
</tr>
<tr>
<td>INTS 4492</td>
<td>Health and Humanitarian Aid</td>
</tr>
<tr>
<td>INTS 4576</td>
<td>Seminar: Community Based Research</td>
</tr>
<tr>
<td>PSYC 4002</td>
<td>Prosem in Memory and Cognition</td>
</tr>
<tr>
<td>PSYC 4011</td>
<td>Proseminar in Emotion</td>
</tr>
<tr>
<td>PSYC 4021</td>
<td>Prosem in Social Psychology</td>
</tr>
<tr>
<td>PSYC 4031</td>
<td>Developmental Proseminar: Cognition &amp; Perception</td>
</tr>
<tr>
<td>PSYC 4085</td>
<td>Stress &amp; Health</td>
</tr>
<tr>
<td>PSYC 4254</td>
<td>Intro to Neural Network Models</td>
</tr>
<tr>
<td>PSYC 4255</td>
<td>Imaging the Mind</td>
</tr>
<tr>
<td>PSYC 4256</td>
<td>Seminar:Cognitive Neuroscience</td>
</tr>
<tr>
<td>PSYC 4258</td>
<td>Social Neuroscience</td>
</tr>
<tr>
<td>PSYC 4262</td>
<td>Affective Neuroscience</td>
</tr>
<tr>
<td>PSYC 4511</td>
<td>Prosem in Psychopathology</td>
</tr>
<tr>
<td>PSYC 4525</td>
<td>Prosem in Develop Neuropsych</td>
</tr>
<tr>
<td>PSYC 4526</td>
<td>Prosem in Cog Neuroscience</td>
</tr>
<tr>
<td>ENBI 4500</td>
<td>Biofluids</td>
</tr>
<tr>
<td>ENBI 4510</td>
<td>Biomechanics</td>
</tr>
<tr>
<td>ENBI 4800</td>
<td>Adv Topics (Bioengineering) ¹</td>
</tr>
</tbody>
</table>

**Total Credits**: 45

¹ Students may take ENBI 4800 Advanced Topics: Bio-Fluid Mechanics or ENBI 4800 Advanced Topics: Computational Biomechanics.

**Minimum credits required for degree**: 45

**Non-coursework Requirements**

- Capstone project: The capstone project includes a written and public oral presentation of the project. The program requires a capstone project which involves interactions with allied health and biomedical professions from outside of the DU community. The capstone experience will be culminated in a formal scholarly work (both written and orally presented) that reflects a student's individual interest and the integration of science with strong professional skills.

**Doctor of Philosophy in Molecular and Cellular Biophysics**

Graduate studies in the program are highly individualized; programs should fit each student's unique needs and interests. Students are required to perform original, publishable research and to present a thesis based on research to the faculty of the molecular and cellular biophysics program.

A student qualifies for the PhD degree after demonstrating growth as an independent investigator—identifying a significant research question; proposing a hypothesis or model to answer the question; testing the hypothesis with appropriate experiments; and writing a dissertation acceptable to the department.
The structure of the PhD program in Molecular and Cellular Biophysics is as follows:

- required core courses and elective courses during the first year
- required lab rotations during the first year
- required seminar/special topics courses during the second year
- qualifying exams first year and second year
- thesis research second year to completion

Degree Requirements

Coursework Requirements

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOP 4100</td>
<td>Foundations in Biophysics</td>
<td>3</td>
</tr>
<tr>
<td>BIOP 4150</td>
<td>Cellular Biophysics</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 3130</td>
<td>Chemical Systems III</td>
<td>3</td>
</tr>
<tr>
<td>BIOP 4993</td>
<td>Lab Rotation</td>
<td>2-9</td>
</tr>
</tbody>
</table>

2 or 3 rotations

Second Year

3 quarters of BIOP 4210 are required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOP 4210</td>
<td>Current Topics in Biophysics</td>
<td>2</td>
</tr>
<tr>
<td>BIOP 4210</td>
<td>Current Topics in Biophysics</td>
<td>2</td>
</tr>
<tr>
<td>BIOP 4210</td>
<td>Current Topics in Biophysics</td>
<td>2</td>
</tr>
</tbody>
</table>

Electives

During the first two years electives can be chosen from existing 3000- or 4000-level courses in the Division and must be chosen with consultation and the approval of the Steering committee. This use of electives is critical given the interdisciplinary nature of this PhD program and scientific discipline and the fact that incoming students will come from a range of disciplines in the physical sciences and life sciences.

The remainder of the credit hours required for the degree may include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOP 4992</td>
<td>Directed Study</td>
</tr>
<tr>
<td>BIOP 4995</td>
<td>Independent Research</td>
</tr>
<tr>
<td>BIOP 5995</td>
<td>Independent Research</td>
</tr>
</tbody>
</table>

Total Credits

90

Minimum credits required for the degree: 90 (must be approved by the program Steering committee)

Non-coursework Requirements

- passing performance in the qualifying examinations
- completion of a research dissertation of publishable quality
- successful oral defense of the dissertation

Additional requirements:

- successful completion of research rotations during the first year
- maintaining a minimum GPA of 3.0
- passing performance in the qualifying examinations
- attendance at departmental seminars and the presentation of one seminar per year
- completion of a research dissertation of publishable quality
- successful oral defense of the dissertation

A complete description of the program’s official requirements and details of qualifying examinations are available on the Natural Sciences & Mathematics (http://www.du.edu/nsm/departments/molecularandcellular) website.

Courses

BIOP 4100 Foundations in Biophysics (3 Credits)

Focus of the course is on application of basic physics principles to the study of cells and macromolecules. Topics include diffusion, random processes, thermodynamics, reaction equilibria and kinetics, computer modeling. Must be admitted to the MCB PhD program or related graduate program with instructor approval. Cross listed with PHYS 4100.
**BIOP 4150 Cellular Biophysics (3 Credits)**
Biophysical approaches to understanding cell function. We emphasize the various experimental approaches that biophysicists use to study basic cellular processes, including a variety of fluorescence images, optical and electrophysiological techniques. Cross listed with BIOL 4211.

**BIOP 4210 Current Topics in Biophysics (2 Credits)**
This is a seminar course that focuses on current primary literature in the fields of molecular and cellular biophysics. This is the first of a three course, year-long sequence.

**BIOP 4992 Directed Study (1-10 Credits)**

**BIOP 4993 Lab Rotation (2-9 Credits)**
Lab rotation in Molecular and Cellular Biophysics before students pass the first phase of their qualifying exam.

**BIOP 4995 Independent Research (1-9 Credits)**
Independent research in Molecular and Cellular Biophysics before students pass the first phase of their qualifying exam.

**BIOP 5991 Independent Study (1-10 Credits)**

**BIOP 5995 Independent Research (2-9 Credits)**

**BIOP 6991 Independent Study (1-10 Credits)**

**BIOP 6992 Directed Study (1-5 Credits)**

**BIOP 6995 Independent Research (1-10 Credits)**

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**Physics and Astronomy**

Office: 2112 East Wesley Avenue, Room 211  
Phone: 303-871-2238  
Website: Physics and Astronomy (http://www.du.edu/nsm/departments/physicsandastronomy)

The Department of Physics and Astronomy at the University of Denver combines a tradition of individualized instruction with a contemporary research focus. We have a dynamic faculty with innovative, interdisciplinary research programs. We provide an attentive, hands-on research and learning environment up to the PhD level. The department also offers a low student-to-faculty ratio in all advanced and graduate physics and astronomy courses and stresses individualized attention to each student.

The department has major research thrusts in stellar astronomy/astrophysics, biophysics, and condensed matter physics. Our faculty members are internationally recognized and accomplished researchers. The department is a part of two major interdisciplinary centers that were recently founded at the University of Denver: the Molecular and Cellular Biophysics program and the Center for Nanoscale Science and Engineering. Major state-of-the-art instrumentation is available both in the department and through collaborations with nearby national institutes in the region (NIST, NREL, and NCAR), where several of our faculty hold associate appointments. Also, the Division of Natural Sciences and Mathematics maintains our own Linux cluster for in-house high-performance computational needs.

Following are the simple steps to apply for graduate study in Physics and Astronomy at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

**Apply Online / Application Deadlines**
- Applications (https://du-grad.edu.185r.net/application) for graduate study in Physics and Astronomy at the University of Denver must be submitted online.
- All materials submitted by the program’s priority deadline, **February 1**, will receive full consideration for the fall-quarter admission, although the applications can be submitted at any time;  
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

**Course and Degree Prerequisites and Requirements**
- Proof of a bachelor’s degree is required from a regionally accredited college or university.  
- An undergraduate physics and mathematics background equivalent to a bachelor's degree in physics is required.

**Transcripts**
- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
• The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.

• Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early. Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.

• The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.

Test Scores
• The Graduate Record Examination (GRE) with a minimum of 146 on the quantitative section is required. Admission preference will be given to those submitting strong advanced physics scores on the Graduate Record Exam (GRE) subject test. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. The institution code for the University of Denver is 4842.

Language Proficiency
• Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) for complete English language proficiency requirements.

• Applicants may be exempt from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

Personal Statement
• Your application should include a short statement in your own words, describing why you are interested in attending graduate school and why you chose our department. In your essay, specify your particular physics area of interest and discuss your future career plans.

Recommendation Letters
• Three academic letters of recommendation are required. These letters should be solicited and uploaded by recommenders through the online application system. Letters must be received by the program’s stated deadline.

Financial Support
• The Department of Physics and Astronomy offers graduate teaching assistantships, graduate research assistantships, and graduate studies doctoral fellowships, none of which requires the Free Application for Federal Student Aid (FAFSA).

• To be considered for other financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.

• Information about financial aid can be found on the Office of Financial Aid website (http://www.du.edu/apply/gradfinaid). International students are not eligible for federal financial aid.

Application Status
• We encourage you to be actively engaged in the admission process. You can check your application status online at https://webcentral.du.edu

Mailing Address
• Mail official transcripts and any supplemental admission materials not submitted with the online application to:
  University of Denver
  Office of Graduate Studies
  Mary Reed Building, Room 5
  2199 S. University Blvd.
International Applicants

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information.

International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.

Examinations

- Before registering, new graduate students must take a diagnostic examination covering undergraduate physics. This examination serves to identify undergraduate deficiencies and helps to determine the student’s initial program.
- A comprehensive examination is given to assess whether students have attained the standards set by the department to continue their pursuit of the degrees sought. All students are required to pass the comprehensive examination at an appropriate level (MS or PhD), in order to advance their candidacy status. All students pursuing a PhD are required to pass an oral dissertation research proposal in order to be promoted to PhD candidacy.

The Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) provides complete details regarding admission requirements.

Master of Science in Physics

The Department of Physics and Astronomy offers a Master of Science (MS) in Physics that prepares the student for a wide variety of jobs in industry, government and educational institutions. Our graduates have obtained industrial or governmental laboratory research positions, entered pre-college or community college teaching, joined planetarium or museum staffs, and become technical representatives of various organizations. With complementary courses in education, MS graduates are well qualified to teach at the secondary level. The MS in Physics is also a popular course of study and professional improvement for people already working in industry. For those currently employed, research projects can usually be matched to the employer’s programs, and often someone from the industry can serve as co-advisor so that the continuing education benefits both the student and the employer.

Degree Requirements

Coursework Requirements

Both 4000- and 3000-graduate level courses may be applied toward the degree, with the approval of the Graduate Committee or the Master’s/Dissertation Committee.

Graduate Core Courses

Physics & Astronomy Graduate Core Courses are the following 9 courses (23-27 qtr hrs) that all students are expected to take during the first two years in the program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHYS 4511</td>
<td>Advanced Dynamics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 4611</td>
<td>Adv Electricity &amp; Magnetism I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4612</td>
<td>Adv Electricity &amp; Magnetism II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4111</td>
<td>Quantum Mechanics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4112</td>
<td>Quantum Mechanics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4811</td>
<td>Statistical Mechanics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 4001</td>
<td>Introduction to Research I</td>
<td>1.2</td>
</tr>
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<td>PHYS 4002</td>
<td>Introduction to Research II</td>
<td>1.3</td>
</tr>
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<td>PHYS 4003</td>
<td>Introduction to Research III</td>
<td>1.2</td>
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Additional Coursework

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Total Credits

<table>
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<tbody>
<tr>
<td>45</td>
</tr>
</tbody>
</table>

Minimum credits required for degree: 45 including the Graduate Core Courses, which constitute 23-27 quarter hours

Non-coursework Requirements

Option I (Research Thesis)

- comprehensive examinations;
- an acceptable thesis; oral thesis defense. Two departmental faculty members and an outside chair are required for the oral defense.

Option II (No thesis)
• comprehensive examinations
• oral final examination covering course work. Two departmental faculty members are required for the oral examination.

Other Degree Requirements
• Good academic standing: a GPA of 3.0 or higher
• No grades lower than C- are accepted toward the degree
• No more than one-fourth of the hours accepted toward the degree may be of C+, C, or C- grade
• Regular attendance at the Physics and Astronomy Colloquia

Doctor of Philosophy in Physics
A minimum of three years of full-time study beyond the baccalaureate degree, with at least 90 quarter hours of approved graduate credit; comprehensive examination; oral defense and acceptable dissertation. There is no departmental foreign language requirement. Enrollment as a graduate student at the University of Denver for at least six quarters, including at least two consecutive quarters of full-time attendance, is required to meet residency standards.

Degree Requirements
Coursework Requirements
Both 4000- and 3000-graduate level courses may be applied toward the degree, with the approval of the Graduate Committee or the Master's/Dissertation Committee.

Graduate Core Courses
Physics & Astronomy Graduate Core Courses are the following 9 courses (23-27 qtr hrs) that all students are expected to take during the first two years in the program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 4511</td>
<td>Advanced Dynamics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 4611</td>
<td>Adv Electricity &amp; Magnetism I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4612</td>
<td>Adv Electricity &amp; Magnetism II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4111</td>
<td>Quantum Mechanics I</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4112</td>
<td>Quantum Mechanics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4811</td>
<td>Statistical Mechanics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 4001</td>
<td>Introduction to Research I</td>
<td>1.2</td>
</tr>
<tr>
<td>PHYS 4002</td>
<td>Introduction to Research II</td>
<td>1.3</td>
</tr>
<tr>
<td>PHYS 4003</td>
<td>Introduction to Research III</td>
<td>1.2</td>
</tr>
</tbody>
</table>

Additional Coursework 67-63

Total Credits 90

Minimum credits required for degree: 90 of which a minimum of 60 must be in Physics and Astronomy including the Graduate Core Courses, which constitute 23-27 quarter hours.

Non-Course Requirements
• Regular attendance at the Physics and Astronomy Colloquia
• Annual presentation at the Physics and Astronomy Colloquia
• Comprehensive Examination
• Advancement to Preliminary Candidacy at the Ph.D. level
• Formation of the Dissertation Committee
• Passing Oral Dissertation Research Proposal
• Advancement to Candidacy at the Ph.D. level
• Dissertation
• Dissertation Defense

Other Degree Requirements
• Good academic standing: a GPA of 3.0 or higher
• No grades lower than C- are accepted toward the degree
• No more than one-fourth of the hours accepted toward the degree may be of C+, C, or C- grade
Courses

PHYS 3111 Quantum Physics I (4 Credits)
First of a two-quarter sequence. The Schrödinger equation: interpretation of wave functions; the uncertainty principle; stationary states; the free particle and wave packets; the harmonic oscillator; square well potentials. Hilbert space: observables, commutator algebra, eigenfunctions of a Hermitian operator; the hydrogen atom and hydrogenic atoms. Prerequisites: PHYS 2252, PHYS 2260, PHYS 2556, PHYS 3612 and MATH 2070.

PHYS 3112 Quantum Physics II (4 Credits)
Second of a two-quarter sequence. Angular momentum and spin; identical particles; the Pauli exclusion principle; atoms and solids: band theory; perturbation theory; the fine structure of hydrogen; the Zeeman effect; hyperfine splitting; the variational principle; the WKB approximation; tunneling; time dependent perturbation theory; emission and absorption of radiation. Scattering: partial wave analysis; the Born approximation. Prerequisite: PHYS 3111.

PHYS 3251 Astrophysics: Radiative Processes (4 Credits)
Because light is the primary means by which astronomers learn about the Universe, understanding the production and subsequent behavior of light is key to interpreting astronomical observations. This course introduces students to the physics of astrophysical radiation and its interaction with matter as it travels from its source to our detectors. Topics may include radiative transfer, emission and absorption processes, Compton processes, synchrotron radiation, thermodynamic equilibrium, radiative and collisional excitation, and spectroscopy of atoms and molecules. The course is aimed at advanced undergraduates, as well as graduate students focusing on astrophysics research. Prerequisites: PHYS 2252 and consent of instructor.

PHYS 3252 Astrophysics: Observations (4 Credits)
Astronomy is fundamentally an observational science and as such it is important for practitioners to understand how their data are collected and analyzed. This course is therefore a comprehensive review of current observational techniques and instruments, aimed at advanced undergraduates, as well as graduate students focusing on astrophysics research. This class introduces students to the capabilities and limitations of different types of instruments while exploring the sources and types of noise and providing statistical tools necessary for interpreting observational data. Prerequisites: PHYS 2252 and consent of instructor.

PHYS 3270 Workshop: Practical Astronomy (1-5 Credits)
Capstone coursework featuring studies in experimental, computational, and/or theoretical work in astronomy and astrophysics.

PHYS 3311 Advanced Laboratory I (1 Credit)
First of a three-quarter sequence. Advanced experimental techniques in physics. Meets with PHYS 2311. Prerequisite: instructor's permission.

PHYS 3312 Advanced Laboratory II (1 Credit)
Second of a three-quarter sequence. Advanced experimental techniques in physics. Meets with PHYS 2312. Prerequisite: instructor's permission.

PHYS 3313 Advanced Laboratory III (1 Credit)
Third of a three-quarter sequence. Advanced experimental techniques in physics. Meets with PHYS 2313. Prerequisite: instructor's permission.

PHYS 3350 Analytical Mechanics I (4 Credits)
Lagrangian and Hamiltonian mechanics. Prerequisites: PHYS 1113, PHYS 1213, or PHYS 1214 and MATH 2070 and consent of instructor.

PHYS 3361 Electromagnetism I (4 Credits)
First of a two-quarter sequence. Vector algebra; differential vector calculus (gradient, divergence and curl); integral vector calculus (gradient, divergence and Stokes' Theorems); line, surface and volume integrals; Electrostatics: the electric field, electric potential, work and energy in electrostatics; method of images, boundary value problems and solutions to Laplace's equation in Cartesian, spherical and cylindrical coordinates; multipole expansion of the electric potential; electric fields in matter: polarization; the electric displacement vector; boundary conditions, linear dielectrics. Magnetostatics: magnetic fields and forces. Prerequisites: PHYS 1113, PHYS 1213, or PHYS 1214 and MATH 2070.

PHYS 3362 Electromagnetism II (4 Credits)
Second of a two-quarter sequence. Magnetic vector potential; magnetic fields in matter: magnetization; fields of magnetized objects; linear and nonlinear magnetic materials; electromotive force, Ohm's law; electromagnetic induction; Faraday's law; Maxwell's equations; the displacement current; boundary conditions; the Poynting theorem; momentum and energy density of the fields; the Maxwell stress tensor; the wave equation and electromagnetic waves in vacuum and matter; absorption and dispersion; wave guides; the potential formulation and gauge transformations; retarded potentials; dipole radiation. Prerequisite: PHYS 3361.

PHYS 3370 Advanced Topics: General (3 Credits)
Offered irregularly, depending on demand. May be taken more than once for credit. Prerequisite: instructor's permission.

PHYS 3371 Optics I (4 Credits)
First of a two-quarter sequence. Gaussian optics and ray tracing; matrix methods and application to optical design; elementary theory of aberrations; light as electromagnetic wave, diffraction and interference; interferometers and their applications. Elementary theory of coherence; selected topics. May include laboratory work as appropriate. Prerequisites: PHYS 1113, PHYS 1213 or PHYS 1214, and MATH 2070.

PHYS 3384 Thermal Physics I (4 Credits)
First of a two-quarter sequence. Laws of thermodynamics; thermal properties of gases and condensed matter; kinetic theory of gases, classical and quantum statistics. Prerequisites: PHYS 1113, PHYS 1213 or PHYS 1214 and MATH 2070.

PHYS 3391 Independent Study (1-8 Credits)
PHYS 3392 Directed Study (1-10 Credits)
PHYS 3995 Independent Research (1-10 Credits)

PHYS 4001 Introduction to Research I (1.2 Credit)
This course is the first of the 3-course sequence designed to provide the opportunity of learning fundamental skills to conduct independent research in any physical science discipline. In this course, students review essential material in mathematical physics, learn basic programming techniques and improve upon their skills in literature search and scientific writing, especially proposal writing. Special in-class seminars in collaboration with the Penrose Library and Writing and Research Center are scheduled. Student are introduced to research conducted by Physics and Astronomy faculty so that they can choose a faculty member with whom to take on a Winter Research Project during the winter interterm and winter quarter as part of Introduction to Research II. Students must prepare and submit a research proposal before the end of the fall quarter.

PHYS 4002 Introduction to Research II (1-3 Credits)
This is the second of the 3-course sequence to provide the opportunity of learning fundamental skills to conduct independent research in any physical science discipline. In this course, students conduct an independent research or study project that they have outlined in the research proposal they submitted as part of Introduction to Research I under supervision of a faculty advisor of their choosing. At the same time, students have time to review issues that we face as researchers. Prerequisites: PHYS 4001 and consent of a faculty research advisor.

PHYS 4003 Introduction to Research III (1,2 Credit)
This is the third of the 3-course sequence to provide students with the opportunity of learning fundamental skills to conduct independent research in any physical science disciplines. In this course, students complete their Winter research project conducted as part of Introduction to Research II and present the results in writing as a term paper and in oral presentation as part of the Departmental Colloquia. Special in-class sessions in collaboration with the Writing and Research Center are included. Prerequisite: PHYS 4002.

PHYS 4100 Foundations of Biophysics (3 Credits)
Focus of the course is on application of basic physics principles to the study of cells and macromolecules. Topics include diffusion, random processes, thermodynamics, reaction equilibriums and kinetics, computer modeling. Must be admitted to the MCB PhD program or related graduate program with instructor approval. Cross listed with BIOP 4100.

PHYS 4111 Quantum Mechanics I (3 Credits)
PHYS 4112 Quantum Mechanics II (3 Credits)
PHYS 4251 Intro to Astrophysics I (3 Credits)
PHYS 4252 Intro to Astrophysics II (3 Credits)
PHYS 4253 Intro to Astrophysics III (3 Credits)
PHYS 4411 Advanced Condensed Matter I (3 Credits)
Materials structure; structure analysis; elastic properties; defects; plastic mechanical properties; thermal properties and phonons; free electron gas; energy bands and Fermi surfaces; crystalline and amorphous semiconductors; quasiparticles and excitations; electrical properties and ferroelectrics; magnetic properties and ferromagnetics; classical and high-Tc superconductors; other advanced materials. Co-requisite: PHYS 4111.

PHYS 4412 Advanced Condensed Matter II (3 Credits)
Materials structure; structure analysis; elastic properties; defects; plastic mechanical properties; thermal properties and phonons; free electron gas; energy bands and Fermi surfaces; crystalline and amorphous semiconductors; quasiparticles and excitations; electrical properties and ferroelectrics; magnetic properties and ferromagnetics; classical and high-Tc superconductors; other advanced materials. Co-requisite: PHYS 4112.

PHYS 4413 Advanced Condensed Matter III (3 Credits)
Materials structure; structure analysis; elastic properties; defects; plastic mechanical properties; thermal properties and phonons; free electron gas; energy bands and Fermi surfaces; crystalline and amorphous semiconductors; quasiparticles and excitations; electrical properties and ferroelectrics; magnetic properties and ferromagnetics; classical and high-Tc superconductors; other advanced materials. Co-requisite: PHYS 4113.

PHYS 4511 Advanced Dynamics I (4 Credits)
PHYS 4611 Adv Electricity & Magnetism I (3 Credits)
PHYS 4612 Adv Electricity & Magnetism II (3 Credits)
PHYS 4750 Seminar in Physics (1 Credit)
PHYS 4811 Statistical Mechanics I (4 Credits)
Fundamentals of thermodynamics, microcanonical and canonical ensemble, quantum formulation noninteracting particle systems.

PHYS 4910 Special Topics Physics (1-5 Credits)
PHYS 4991 Independent Study (M.S.) (1-10 Credits)
PHYS 4992 Directed Study (M.S.) (1-10 Credits)
PHYS 4995 Independent Research (M.S.) (1-10 Credits)
PHYS 6991 Independent Study (PhD) (1-10 Credits)
PHYS 6995 Independent Research (PhD) (1-10 Credits)
Division of Social Sciences

Arts, Humanities, and Social Sciences (AHSS) is the liberal arts hub of the University of Denver and represents 26 schools, departments and programs. We offer 26 different graduate degrees ranging from a PhD in English to a Master’s in Public Policy to a Master’s in Music. All of these graduate programs are well regarded for academic rigor and post-graduation job placement. With about 340 AHSS graduate students enrolled, our intimate graduate programs feature small class sizes taught by enthusiastic faculty, many of whom are internationally recognized for their research and creative endeavors. In our interdisciplinary, highly collaborative environment, we strive to foster meaningful partnerships amongst students and faculty, support student research opportunities and provide both theoretical and applied learning opportunities for our graduate community.

Anthropology

Office: Sturm Hall, Room 146
Mail Code: 2000 E. Asbury Ave., Denver, CO 80208
Phone: 303-871-2406
Email: anthropology@du.edu
Web Site: http://www.du.edu/anthro

The department of anthropology has a research-active faculty who work closely with students on a one-on-one basis. Classes are small, so graduate students have their own work-spaces. The department has a wealth of archaeological and ethnographic collections in its museum.

Anthropology explains the relationships among biology, culture and the environments in which people live. Anthropology addresses problems such as the integration of cultural and ethnic diversity, the conduct of international relations, human rights and the management of environmental and cultural resources. There are three basic options for construction of a master’s degree in anthropology: archaeology, cultural anthropology or museum studies. Each concentration has its own formal course work, independent study and requirements for graduation.

Master of Arts in Anthropology with a Concentration in Archaeology

Following are the simple steps to apply for graduate study in Anthropology at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines

- Applications for graduate study in anthropology at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
- All online materials must be submitted, and all supplemental materials must be postmarked, by the program’s stated deadline: February 4, for fall quarter admission.
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements

- Proof of a bachelor’s degree is required from a regionally accredited college or university.

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
- The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
- Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early.
- The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and Scrip-Safe.

Test Scores

- The Graduate Record Examination (GRE) is required. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. The institution code for the University of Denver is 4842.

Language Proficiency

- Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The
institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual for complete English language proficiency requirements.

- Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

Candidate Statement
- A personal statement of academic and professional goals and objective is required. Include your future goals and purpose for applying to the Anthropology program. The statement should be submitted via upload through the online application process.

Recommendation Letters
- Two letters of recommendation are required. These letters should be solicited and uploaded by recommenders through the online application system. Letters must be received by the program’s stated deadline.

Financial Support
- To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.
- Information about financial aid can be found on the Office of Financial Aid website (http://www.du.edu/financialaid/graduate). International students are not eligible for federal financial aid.
- Some programs provide competitive awards in the form of fellowships and/or assistantships. Contact your academic program for more information.

Application Status
- We encourage you to be actively engaged in the admission process. You can check your application status online (https://webcentral.du.edu).

Mailing Address
- Mail official transcripts and any supplemental admission materials not submitted with the online application to:
  University of Denver
  Office of Graduate Studies
  Mary Reed Building, Room 5
  2199 S. University Blvd.
  Denver, CO 80208-4802

International Applicants
- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information (http://www.du.edu/learn/graduates/internationalapplicants.html). International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.

The Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) provides complete details regarding admission requirements.

Master of Arts in Anthropology with a Concentration in Cultural Anthropology

Following are the simple steps to apply for graduate study in Anthropology at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines
- Applications for graduate study in anthropology at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
- All online materials must be submitted, and all supplemental materials must be postmarked, by the program's stated deadline: February 4, for fall quarter admission.
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements
- Proof of a bachelor’s degree is required from a regionally accredited college or university.

Transcripts
- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
- The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
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complete by the program’s stated deadline. Therefore, **applicants with a degree from outside of the U.S. are encouraged to apply early.** Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.

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**Test Scores**

- The Graduate Record Examination (GRE) is required. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. The institution code for the University of Denver is 4842.

**Language Proficiency**

- Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual for complete English language proficiency requirements.

- Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

**Candidate Statement**

- A personal statement of academic and professional goals and objective is required. Include your future goals and purpose for applying to the Anthropology program. The statement should be submitted via upload through the online application process.

**Recommendation Letters**

- Two letters of recommendation are required. These letters should be solicited and uploaded by recommenders through the online application system. Letters must be received by the program’s stated deadline.

**Financial Support**

- To be considered for financial support, domestic applicants should apply early and submit the **Free Application for Federal Student Aid (FAFSA)** by the priority deadline, February 15.

- Information about financial aid can be found on the Office of Financial Aid website (http://www.du.edu/financialaid/graduate). International students are not eligible for federal financial aid.

- Some programs provide competitive awards in the form of fellowships and/or assistantships. Contact your academic program for more information.

**Application Status**

- We encourage you to be actively engaged in the admission process. You can check your application status online (https://webcentral.du.edu).

**Mailing Address**

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  University of Denver  
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**International Applicants**

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information (http://www.du.edu/learn/graduates/internationalapplicants.html). International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.


**Master of Arts in Anthropology with a Concentration in Museum Studies**

Following are the simple steps to apply for graduate study in Anthropology at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).
Apply Online / Application Deadlines

- Applications for graduate study in anthropology at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
- All online materials must be submitted, and all supplemental materials must be postmarked, by the program’s stated deadline: February 4, for fall quarter admission.
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements

- Proof of a bachelor’s degree is required from a regionally accredited college or university.

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
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International Applicants

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information (http://www.du.edu/learn/graduates/international/applicants.html). International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.

The Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) provides complete details regarding admission requirements.

Master of Arts in Anthropology with a Concentration in Archaeology

Track: Thesis

Degree Requirements

- 48 graduate-level quarter hours
- Maximum of 10 hours of transfer work
- Minimum GPA: 3.0
- Minimum grade for individual courses counted toward degree: B

Non-Course Requirements

- Advancement to Candidacy
- Oral Defense
- Thesis
- Qualifying Examination
- Tool (ANTH 3680 Quantitative Methods-Anthropology or Foreign Language literacy or course work)
- Three Quarters Residency as a graduate student at DU

Course Requirements

- Maximum 15 quarter hours outside of ANTH prefix
- Maximum 10 quarter hours of ANTH 4991 Independent Study
- No limit for ANTH 4995 Independent Research

ANTH 3660 Anthropological Theory, Method and Context 4
ANTH 4000 Advanced Anthropology 4
ANTH 3990 Summer Field School-Archaeology (*) 4-6
or ANTH 3790 Field Methods in Archaeology

Select at least one of the following: 4

ANTH 3170 Applied Heritage Management
ANTH 3390 Geoarchaeology
ANTH 3701/3702 Topics in Anthropology

Select one Cultural Anthropology course: 4

ANTH 3000 Anthropology of Tourism
ANTH 3020 Native Religions
ANTH 3360/4380 Cross-Cultural Perspective: Women
ANTH 3430 Visions, Utopias and Messiahs
ANTH 3470 Applied Anthropology
ANTH 3500 Culture and The City
ANTH 3540 The Nature of Language
ANTH 3650 Dynamics of Culture Change
ANTH 4200 Native North America
ANTH 4250 North American Archaeology
ANTH 4370 Sex & Class in Latin America

Select one Museum course: 4

ANTH 3290 Art and Anthropology
ANTH 3661  Museums and their Visitors
ANTH 3741  Introduction to Conservation
ANTH 3742  Museum Exhibit Development
ANTH 3743  Managing Collections
ANTH 4744  Museum Anthropology

Total Credits 48

Track: Master’s Paper

Degree Requirements
- 60 graduate-level quarter hours
- Maximum of 15 hours of transfer work
- Minimum GPA: 3.0
- Minimum grade for individual courses counted toward degree: B

Non-Course Requirements
- Advancement to Candidacy
- Master’s Paper
- Qualifying Examination
- Tool
- Three-Quarters Residency as a graduate student at DU

Course Requirements
- Maximum 15 quarter hours outside of ANTH prefix
- Maximum 10 quarter hours of ANTH 4991 Independent Study
- No limit for ANTH 4995 Independent Research

ANTH 3660  Anthropological Theory, Method and Context 4
ANTH 4000  Advanced Anthropology 4
ANTH 3990  Summer Field School-Archaeology (*) 4-6
or ANTH 3790  Field Methods in Archaeology

Select at least one of the following: 4
- ANTH 3170  Applied Heritage Management
- ANTH 3390  Geoarchaeology
- ANTH 3701/3702  Topics in Anthropology

Select one Cultural Anthropology Course: 4
- ANTH 3000  Anthropology of Tourism
- ANTH 3020  Native Religions
- ANTH 3360/4360  Cross-Cultural Perspective: Women
- ANTH 3380/4380  Women and Development
- ANTH 3430  Visions, Utopias and Messiahs
- ANTH 3470  Applied Anthropology
- ANTH 3500  Culture and The City
- ANTH 3540  The Nature of Language
- ANTH 3650  Dynamics of Culture Change
- ANTH 4200  Native North America
- ANTH 4250  North American Archeology
- ANTH 4370  Sex & Class in Latin America

Select one Museum Course: 4
- ANTH 3290  Art and Anthropology
- ANTH 3661  Museums and their Visitors
- ANTH 3741  Introduction to Conservation
- ANTH 3742  Museum Exhibit Development
- ANTH 3743  Managing Collections
Master of Arts in Anthropology with a Concentration in Cultural Anthropology

Track: Thesis

Degree requirements
- 48 graduate-level quarter hours
- Maximum of 15 hours of transfer work
- Minimum GPA of 3.0
- Minimum grade of B for individual courses counted toward degree

Non-course requirements
- Advancement to candidacy
- Thesis
- Oral examination
- Qualifying examination
- Tool (ANTH 3680 Quantitative Methods-Anthropology) or foreign language literacy or course work
- Three quarters of residency as a graduate student at the University of Denver

Course requirements
- Maximum 15 quarter hours outside of ANTH prefix
- Maximum 10 quarter hours of ANTH 4991 Independent Study
- No limit for ANTH 4995 Independent Research

ANTH 3660 Anthropological Theory, Method and Context 4
ANTH 4000 Advanced Anthropology 4

Cultural Anthropology Course Work

Select 4 of the following: 16

ANTH 3000 Anthropology of Tourism
ANTH 3701 Topics in Anthropology
ANTH 3020 Native Religions
ANTH 3200 Human Origins and Evolution
ANTH 3360/4360 Cross-Cultural Perspective: Women
ANTH 3380/4380 Women and Development
ANTH 3430 Visions, Utopias and Messiahs
ANTH 3470 Applied Anthropology
ANTH 3500 Culture and The City
ANTH 3540 The Nature of Language
ANTH 3650 Dynamics of Culture Change
ANTH 4370 Sex & Class in Latin America

Archeology Course Work

Select one of the following: 4

ANTH 3130 The Archaeology of Gender
ANTH 3350 Latin American Archaeology
ANTH 3390 Geoarchaeology
ANTH 3990 Summer Field School-Archaeology
ANTH 3790 Field Methods in Archaeology

Museum Studies Course Work

Select one of the following: 4

ANTH 3290 Art and Anthropology
ANTH 3661 Museums and their Visitors
ANTH 3741 Introduction to Conservation
ANTH 3742  Museum Exhibit Development
ANTH 3743  Managing Collections
ANTH 4744  Museum Anthropology

**Total Credits** 48

1 Minimum 16 hours including two area (*) courses

**Track: Master's Paper**

**Degree requirements:**
- 60 graduate-level quarter hours
- Maximum of 15 hours of transfer work
- Minimum GPA of 3.0
- Minimum grade of B for individual courses counted toward degree

**Non-course requirements:**
- Advancement to candidacy
- Master’s paper
- Qualifying examination
- Tool (ANTH 3680 Quantitative Methods-Anthropology) or foreign language literacy or course work
- Three quarters of residency as a graduate student at the University of Denver

**Course requirements**
- Maximum 15 quarter hours outside of ANTH prefix
- Maximum 10 quarter hours of
- No limit for ANTH 4995 Independent Research

ANTH 3660  Anthropological Theory, Method and Context 4
ANTH 4000  Advanced Anthropology 4

**Cultural Anthropology Course Work**
Select four of the following: 16

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**Museum Studies Course Work**
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**Total Credits: 60**

1 Minimum 16 hours including two area (*) courses

**Master of Arts in Anthropology with a Concentration in Museum and Heritage Studies**

**Track: Thesis**

**Degree requirements**

- 48 graduate-level quarter hours
- Maximum of 10 hours of transfer work
- Minimum GPA of 3.0
- Minimum grade of B for individual courses counted toward degree

**Non-course requirements**

- Advancement to candidacy
- Thesis
- Oral examination
- Qualifying examination
- Tool (ANTH 3680 Quantitative Methods-Anthropology) or foreign language literacy or course work.¹
- Internship (can be taken for credit as ANTH 4981 Museum Internship)

1 Note: Foreign language test in French, German, Russian or Spanish is required with a score of 500 or better; or an A or B in two courses at the 2100 level or in any course for which 2100 is a prerequisite; or demonstrated proficiency in an acceptable second language; or complete ANTH 3680 Quantitative Methods-Anthropology with a grade of B or better.

**Course requirements**

- Maximum 15 quarter hours outside of ANTH prefix
- No limit of ANTH 4991 Independent Study
- No limit for ANTH 4995 Independent Research

Requirements for all anthropology graduate students:

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**Required course**

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<tr>
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Select six of the following: 24

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<tr>
<td>ANTH 3890</td>
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<td>ANTH 3661</td>
<td>Museums and their Visitors</td>
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<td>ANTH 3702</td>
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<td>Cultural Narratives</td>
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<td>Folklore and Cultural Heritage</td>
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ANTH 4040  Historical Archaeology: Theory and Method
ANTH XXXX Ethnoarchaeology
ANTH XXXX Memory and Memorialization
ANTH 3500  Culture and The City
ANTH 4745  Museum Practicum ¹
ANTH 4991/4995  Independent Study
ANTH 4750  Masters Museum Exhibit
Three electives to be taken inside the department, outside the department, or as internship.  12
Total Credits  48

¹ Class is applied/practice oriented course. Students are limited to taking no more than three of these classes (12 credits) to count toward their requirements.

**Track: Master’s Paper**

**Degree requirements**

- 60 graduate-level quarter hours
- Maximum of 10 hours of transfer work
- Minimum GPA of 3.0
- Minimum grade of B for individual courses counted toward degree

**Non-course requirements**

- Advancement to candidacy
- Master’s paper
- Qualifying examination
  * Tool (ANTH 3680 Quantitative Methods-Anthropology) or foreign language literacy or course work ¹
  * Internship (can be taken for credit as ANTH 4981)

¹ Note: Foreign language test in French, German, Russian or Spanish is required with a score of 500 or better; or an A or B in two courses at the 2100 level or in any course for which 2100 is a prerequisite; or demonstrated proficiency in an acceptable second language; or complete ANTH 3680 Quantitative Methods-Anthropology with a grade of B or better.

**Course requirements**

- Maximum 15 quarter hours outside of ANTH prefix
- Maximum 10 quarter hours of ANTH 4991 Independent Study
- No limit for ANTH 4995 Independent Research

ANTH 3660  Anthropological Theory, Method and Context  4
ANTH 4000  Advanced Anthropology  4
ANTH 4744  Museum Anthropology  4
Select one of the following:  4
  ANTH 4744  Museum Anthropology
  ANTH 3701  Topics in Anthropology
  ANTH 3660  Anthropological Theory, Method and Context
Select six of the following:  24
  ANTH 3890  Context of Material Culture
  ANTH 3290  Art and Anthropology
  ANTH 3661  Museums and their Visitors ¹
  ANTH 3702  Topics in Anthropology ¹
  ANTH 3741  Introduction to Conservation ¹
  ANTH 3743  Managing Collections ¹
  ANTH 3701  Topics in Anthropology
  ANTH 3000  Anthropology of Tourism
Track: Master’s Paper and Museum Exhibit

**Degree requirements**

- 48 graduate-level quarter hours
- Maximum of 10 hours of transfer work
- Minimum GPA of 3.0
- Minimum grade of B for individual courses counted toward degree

**Non-course requirements**

- Advancement to candidacy
- Master’s paper
- Museum exhibit
- Qualifying examination
- Tool (ANTH 3680 Quantitative Methods-Anthropology) or foreign language literacy or course work
- Internship (can be taken for credit as ANTH 4981 Museum Internship)

Note: Foreign language test in French, German, Russian or Spanish is required with a score of 500 or better; or an A or B in two courses at the 2100 level or in any course for which 2100 is a prerequisite; or demonstrated proficiency in an acceptable second language; or complete ANTH 3680 Quantitative Methods-Anthropology with a grade of B or better.

Select one of the following: 4

- ANTH 4744 Museum Anthropology
- ANTH 3701 Topics in Anthropology
- ANTH 3660 Anthropological Theory, Method and Context

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- ANTH 3060 Cultural Narratives
- ANTH XXXX Ethnoarchaeology
- ANTH XXXX Memory and Memorialization
- ANTH 3000 Culture and The City
- ANTH 4745 Museum Practicum
- ANTH 4991/4995 Independent Study
- ANTH 4750 Masters Museum Exhibit

Three electives to be taken inside the department, outside the department, or as internship. 12

**Total Credits**

60

1 Class is applied/practice oriented course. Students are limited to taking no more than three of these classes (12 credits) to count toward their requirements.
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Three electives to be taken inside the department, outside the department, or as internship.

Class is applied/practice oriented course. Students are limited to taking no more than three of these classes (12 credits) to count toward their requirements.

### Courses

**ANTH 3000 Anthropology of Tourism (4 Credits)**

Considers the interaction of host and visitor cultures in foreign tourism. Explores the effects of tourism on the host culture and the expectations of the visitors. Discusses tourism's relationship to development and the various levels of needs of the tourists.

**ANTH 3020 Native Religions (4 Credits)**

A cross-cultural survey of concepts used to understand and talk about "religion," "the supernatural," and associated behavior among Native peoples of Turtle Island. Topics include healing and techniques of controlling and channeling supernatural power; sacred places and their significance; myths and symbols in their cultural contexts; initiation rites; conceptualizations of male and female deities; and responses of indigenous people to attempted missionization.

**ANTH 3030 Digital Anthropology (4 Credits)**

Digital Anthropology introduces students to computer technology used in anthropological research. Students study and then produce a number of digital products useful in the analysis and interpretation of museum collections, for archaeological mapping and research, and for the dissemination of anthropological knowledge online. This process covers the use of Geographic Information Systems (GIS) for spatial analysis, three-dimensional imaging programs ranging in scale from broad landscape mapping to detailed digital artifact analysis. In addition, the use of geophysical methods for imaging what is below the surface allows students to produce images of what lies below the ground in archaeological contexts.

**ANTH 3040 Anthropologies of Place (4 Credits)**

This class is an exploration of the relationship between people and places from an anthropological viewpoint. We concern ourselves with a variety of ideas about place, emphasizing not just how places are used, but how they infuse themselves into the lives, histories and ethics of those who interact with them. The course readings include book-length anthropological case studies interspersed with interdisciplinary readings about place and landscape. The course includes seminar-style discussions of readings, workshops and observations in the field. On several occasions, we take our class on the road, working together to think about how people and place interact. By the end of the class, each student creates his or her own anthropology of a place. Must be junior standing or above.

**ANTH 3060 Cultural Narratives (4 Credits)**

Human beings are natural storytellers. Whether reciting oral traditions or recounting personal experience, people everywhere use narratives as a way to express and to understand themselves. This course approaches cultural narratives from two angles. First, it explores the ways that anthropologists, usually trained in the social sciences, make use of and study narratives, whether through ethnographic observation, conducting an interview, gathering folklore or archaeological interpretation. Second, the class investigates narratives that, although produced by non-anthropologists, engage with anthropological issues such as kinship, gender, work, tradition and identity. The narratives range broadly from fiction, to poetry, to film. These two approaches are framed by theoretically informed readings about narrativity, both from the social sciences and the humanities. The class involves intensive reading and writing, as it makes use of both discussion and workshop formats. Each student in the course completes a research and writing project culminating in his or her own cultural narrative. Must be junior standing or above.

**ANTH 3070 Folklore and Cultural Heritage (4 Credits)**

Folklore and Cultural Heritage is the study of the expressive behaviors and practices that constitute the ordinary, everyday life of communities. Folklore includes the intangible cultural heritages of all peoples, for example, the artistic expression reflected in stories and storytelling, music, dance, legends, oral history, proverbs, jokes, popular beliefs, customs, dialects and ways of speaking. Everyone has folklore and participates in the "folklore process."

Prerequisite: introductory social science course. Cross-listed with ANTH 4070.
ANTH 3080 Memory and Memorialization (4 Credits)
The course focuses on how social groups represent, experience and commemorate the remembered past; it explores issues of construction of memory, particularly how representations of the past- and its materialization through monuments, ruins, and landscapes- are connected with issues of institutionalized perceptions of national, ethnic, racial and religious identity. Furthermore, it discusses concepts such as "authenticity," "tradition," and "modernity" in the interpretation of cultural heritage and how the interpretation of the past and of culture depend on context (political and historical), experience and point of view. The course aims to develop an interdisciplinary approach to memory and to methodologies and empirical research.

ANTH 3130 The Archaeology of Gender (4 Credits)
This course examines the ways archaeology can contribute to the study of gender through investigations of the deep through recent past. The class will include readings on gender theory, the uses of archaeological data and specific case studies of engendered lives in the past. Cross listed with GWST 3130.

ANTH 3135 Feasting, Fasting and Food: The Anthropology of Food (4 Credits)
Feasting, Fasting and Food focuses on foodways and food culture. Food and its acquisition and preparation are tied to the historical, social and cultural lives of all peoples. By drawing on historical sources, ethnography and a number of anthropological perspectives, we look at foodways as symbols of identify, culinary tourism, food work as trade or profession, the study of food as art and theater, and food and memory. Prerequisite: ANTH 310.

ANTH 3170 Applied Heritage Management (4 Credits)
Considers the role of archaeology in preservation and the management of cultural resources in terms of legislation, ethics and practical application, with emphasis of the utility, necessity and reality of doing archaeology today in the public sector. Site report writing, governmental regulations and the business side of archaeology are stressed. Archaeological information from site reports and artifact analysis are compiled and presented in a digital format. Prerequisite: ANTH 3110.

ANTH 3200 Human Origins and Evolution (4 Credits)
Examines the fossil record for human evolution from 6 million years ago to the origin of modern Homo sapiens, including current theories, evidence and controversies. Considers the historical and sociological contexts of human evolutionary studies, popular myths and misconceptions, and alternative scenarios for the future evolution of the human species.

ANTH 3250 Guatemalan Field School: Women & Development in a Guatemalan Town (4 Credits)
This class provides students with the chance to interact with highland Guatemalan women involved in an on-going development project. Students are participant observers who will be gathering socio-demographic data from locals. Students apply their Spanish language skills.

ANTH 3290 Art and Anthropology (4 Credits)
Study of the concept of art and its multiple roles in society from a cross-cultural and historical perspective. Commodification of culture through tourism and the global art market; arts of resistance and survival; and cultural expression and community development.

ANTH 3310 Indigenous Environment (4 Credits)
The purpose of this course is to introduce students to particular environmental issues that affect indigenous peoples, including subsistence and economic issues; sacred lands; cultural property dilemmas; and the impact that use of traditional cultural properties by others--including nation-state governments, corporations and tourists--have on indigenous peoples' cultural and social integrity. Particular focus is on one of these issues--travel and particularly "ecotravel" and "ecotourism.

ANTH 3330 Human Rights of Indg Peoples (4 Credits)
This course introduces students to the concept and definition of "indigenous peoples." It covers the history of resistance, revitalization, and assertion of sovereignty by Indigenous peoples, and why the United Nations felt it necessary to adopt a "Declaration on the Rights of Indigenous Peoples" in 2007. It covers how indigenous identities and indigenous rights issues do or do not "fit" with internationally accepted definitions of human rights. The course will concentrate on the intersection of indigenous autonomy with globalization, neo-liberal ideologies, and nation-state policies. Case studies focus on Iroquois, Cree, Mayans, Mapuche, Zapatistas, Maoris, and Sami.

ANTH 3350 Latin American Archaeology (4 Credits)
Covers the prehistory of the Western Hemisphere south of the Mexico-U.S. border, from initial colonization of the hemisphere by Paleo-Indian people, to the origins of agriculture and the rise of civilization. Olmec, Mayan, Aztec, Chavin, Moche and Inca cultures are covered in detail.

ANTH 3360 Cross-Cultural Perspective: Women (4 Credits)
Confronts question about women's lives and women's status in a global perspective. It addresses issues such as why women have been subordinate to men in so many cultures, how one actually measures dominance and subordination, and whether there is some biological basis for gender inequality. Broad theoretical questions on the status of women are discussed and form the basis for the analytical inquiry which follows. Cross-listed with ANTH 4360.

ANTH 3380 Women and Development (4 Credits)
A case study approach to understanding women's status and the problems of combining productive and reproductive responsibilities in developing countries. Cross-listed with ANTH 4380, INTS 3390.

ANTH 3390 Geoarchaeology (4 Credits)
Use of geological methods to interpret archaeological sites, ancient landscape reconstruction, study of environmental change and habitation.

ANTH 3430 Visions, Utopias and Messiahs (4 Credits)
Ghost dance, peyote religion, cargo cults, peasant revolution, charismatic leaders, messianic movements in cross-cultural perspectives; roles played by cultural systems, historical circumstances and social conditions in generating social movements.
ANTH 3470 Applied Anthropology (4 Credits)
The practical application of cross-cultural knowledge and awareness to the solution of social and cultural problems. Ethnographic methodologies, a review of the history of applied anthropology and a consideration of the ideological and ethical components of applied anthropology are covered.

ANTH 3485 Anthropology and Underdevelopment (4 Credits)
Anthropological approach to some of the developing world's most pressing social problems and how anthropologists can make a relevant contribution in confronting, studying and changing the nature of underdevelopment.

ANTH 3500 Culture and The City (4 Credits)
Examines the past and future of the city as a human built environment that reflects and reproduces social, political, economic, and cultural forces and ideals. Begins with the origin of cities in antiquity and ends with contemporary urban landscapes. Analysis is sensitive to both the technologies and aesthetics of urban form. Emphasis is on the possibilities for urban redesign to meet the problems of 21st century city life.

ANTH 3540 The Nature of Language (4 Credits)
Language as social, psychological, cultural phenomenon; relationship between cultures, semantics; language as medium of cultural unification; relationship between dialects, social structure.

ANTH 3550 Africa: Peoples and Cultures (4 Credits)
Survey course in the anthropology of Africa designed to explore the diversity of African people and cultures. The course examines issues of contemporary life in the continent as well as the way it has been portrayed by the media, anthropologists, historians, and writers. Topics such as geography, history, society, politics, religion, ethnicities, and material culture of different regions are central to the discussion.

ANTH 3560 Anthropological Theory, Method and Context (4 Credits)
History and development of particular schools of thought, paradigms, methods and methodologies that characterize contemporary anthropology. Intellectual, artistic developments, world-wide sociopolitical and economic processes that shaped much of anthropological thinking of the times. Research methods in reconstruction of human history and qualitative ethnographical research.

ANTH 3580 Quantitative Methods-Anthropology (4 Credits)
The use of statistics in all branches of anthropology; data screening; parametric and nonparametric statistics. Prerequisite: any course in basic statistics.

ANTH 3630 Archaeological Method and Theory (4 Credits)
This class presents methods for gathering archaeological data in the laboratory and then using a variety of theoretical approaches in its interpretation. Students gather archaeological data using museum collections from a variety of sites. Those artifacts include stone tools and ceramics as well as other environmental data and architectural information in a variety of environmental and landscape contexts. For each site studied students are presented with a body of theoretical literature from which to interpret these data. A variety of interpretative methods can potentially be chosen for each site, and in most cases there is no right answer, only answers that can be supported by the data collected and interpreted using the theoretical constructs read. All students are required to write up complete site reports for each project including all raw data collected in the analysis and theoretical approaches used in interpretation.

ANTH 3640 The Nature of Language (4 Credits)
Language as social, psychological, cultural phenomenon; relationship between cultures, semantics; language as medium of cultural unification; relationship between dialects, social structure.

ANTH 3650 Dynamics of Culture Change (4 Credits)
Considers culture change and the agents of change. Focuses on changes in indigenous cultures around the world resulting from colonialism 1850-1950, forced acculturation, the tension between worldwide economic development and human rights, and the changing nature of the post-colonial world.

ANTH 3660 Anthropological Theory, Method and Context (4 Credits)
History and development of particular schools of thought, paradigms, methods and methodologies that characterize contemporary anthropology. Intellectual, artistic developments, world-wide sociopolitical and economic processes that shaped much of anthropological thinking of the times. Research methods in reconstruction of human history and qualitative ethnographical research.

ANTH 3661 Museums and their Visitors (4 Credits)
This course is designed to be a comprehensive introduction to museums and their approaches to serving visitors, primarily through exhibitions and education. It examines current research and museum practice as it relates to the museum as an environment for meaningful visitor experiences and learning. The course is organized around the following core issues: (1) What do visitor experiences look like in a museum context? (2) How do museums design for different audience types? (3) What do we learn from assessing visitors' experiences? (4) How do objects, ideas and spaces affect visitor learning and experiences? Cross listed with ARTH 3661.

ANTH 3680 Quantitative Methods-Anthropology (4 Credits)
The use of statistics in all branches of anthropology; data screening; parametric and nonparametric statistics. Prerequisite: any course in basic statistics.

ANTH 3701 Topics in Anthropology (4 Credits)
Specialized topics in anthropology. Check with the Department of Anthropology or the Schedule of Classes for further information; open to students who are non-majors; may be repeated for credit.

ANTH 3702 Topics in Anthropology (4 Credits)
Specialized topics in anthropology. Check with the Department of Anthropology or the Schedule of Classes for further information; open to students who are non-majors; may be repeated for credit. Prerequisite: ANTH 1010.

ANTH 3703 Topics in Anthropology (4 Credits)
Specialized topics in anthropology. Check with the Department of Anthropology or the Schedule of Classes for further information; open to students who are non-majors; may be repeated for credit. Prerequisite: ANTH 1010.

ANTH 3741 Introduction to Conservation (4 Credits)
Introduction to physical properties of materials found in museum artifacts and specimens. Discusses preventative conservation principles and methods.

ANTH 3742 Museum Exhibit Development (4 Credits)
Introduces general principles of planning, development, production and evaluation of museum exhibits. Explores design elements and methods of evaluation. Students have the opportunity to do exhibit mockups and exhibit evaluation.
ANTH 3743 Managing Collections (4 Credits)
Principles and methods regarding acquisition, documentation, conservation and accessibility of collections. Law, registration methods, computerization, policy, development, ethics and preventive conservation are also discussed.

ANTH 3750 Ethnographic Methods (4 Credits)
In this course, students study the art and science of ethnographic research methods, conduct quarter-long field research projects, and write practice ethnographies. The course requires students to apply the American Anthropological Association's Code of Ethics in their research and to write Institutional Review Board applications for their projects. Course readings include texts on ethnographic methods as well as controversial and exemplary ethnographic publications for student dissection and debate.

ANTH 3790 Field Methods in Archaeology (4 Credits)
Introduces basic methods of archaeological survey, excavation, artifact collection strategies and field interpretation. Students learn to create field maps and cross-sectional drawings of archaeological phenomena. Cross-listed with ANTH 1790. Prerequisite: ANTH 2310.

ANTH 3791 Critical Perspectives in Museum Studies (4 Credits)
This course critically explores museums and heritage complexes as sites of cultural production and consumption at different historical moments and in diverse cultural and national settings. Special attention is given to contemporary issues, debates, and approaches in the context of museum anthropology and heritage studies. The term museum is used to include a wide range of heritage projects that do not rely only on the traditional institution established to collect, conserve and exhibit material culture, but includes intangible heritage, historic built environment and event natural environment that was used and marked by human action.

ANTH 3800 Capstone Seminar Anthropology (4 Credits)
This seminar brings anthropology to bear on a topic of special significance. It assesses grasp of the key concepts, theories and insights of anthropology, and critically reflects on the nature and history of the discipline. Prerequisite: Senior standing.

ANTH 3890 Context of Material Culture (4 Credits)
Examines how material culture both reflects and actively structures political, economic and cultural life. Considers the relationship between people and their material culture (portable objects, non-portable objects, buildings, socially-created landscapes) in Western, non-Western, ancient, and contemporary cultural contexts. Reading materials draw from the fields of ethnology, archaeology, folklore, geography, history, art and architecture.

ANTH 3891 Critical Perspectives in Museum Studies (4 Credits)
This course critically explores museums and heritage complexes as sites of cultural production and consumption at different historical moments and in diverse cultural and national settings. Special attention is given to contemporary issues, debates, and approaches in the context of museum anthropology and heritage studies. The term museum is used to include a wide range of heritage projects that do not rely only on the traditional institution established to collect, conserve and exhibit material culture, but includes intangible heritage, historic built environment and event natural environment that was used and marked by human action.

ANTH 3980 Context of Material Culture (4 Credits)
Examines how material culture both reflects and actively structures political, economic and cultural life. Considers the relationship between people and their material culture (portable objects, non-portable objects, buildings, socially-created landscapes) in Western, non-Western, ancient, and contemporary cultural contexts. Reading materials draw from the fields of ethnology, archaeology, folklore, geography, history, art and architecture.

ANTH 3990 Summer Field School-Archaeology (4-6 Credits)
Archaeological excavation, survey and recordings; analysis and conservation of artifacts in the field.

ANTH 3991 Independent Study (1-15 Credits)

ANTH 3992 Directed Study (1-10 Credits)

ANTH 3995 Independent Research (1-10 Credits)

ANTH 4000 Advanced Anthropology (4 Credits)

ANTH 4040 Historical Archaeology: Theory and Method (4 Credits)
Because it is the archaeology of periods for which there is also written history, historical archaeology is a dynamic and interdisciplinary field. It also has a distinct set of concerns and methods that builds upon, but does not replicate, those of prehistoric archaeology. This course is designed to engage students in the practice of historical archaeology through readings, discussions, and the hands-on analysis of archaeological materials. The first class of each week is a discussion of readings in historical archaeology. The readings introduce students to theoretical and methodological issues in the discipline, as well as important case studies. Many of the readings have a North American focus, but address international practice. The second class of each week has a hands-on focus. Backed by readings on historic materials analysis, we discuss and practice the types of research historical archaeologists perform on actual materials, focusing on different material types each week. Students in the course each process and analyze a set of materials excavated from a historic site. Cross-listed with ANTH 2040.

ANTH 4070 Folklore and Cultural Heritage (4 Credits)
Folklore and Cultural Heritage is the study of the expressive behaviors and practices that constitute the ordinary, everyday life of communities. Folklore includes the intangible cultural heritages of all peoples, for example, the artistic expression reflected in stories and storytelling, music, dance, legends, oral history, proverbs, jokes, popular beliefs, customs, dialects and ways of speaking. Everyone has folklore and participates in the "folklore process."
Cross-listed with ANTH 3070.

ANTH 4200 Native North America (4 Credits)
Native American cultures north of Mexico. Cross-listed with ANTH 2200.

ANTH 4220 Human Rights in Latin America (4 Credits)
This course aims to provide students with an overview of human rights issues and how they have evolved in recent Latin American history, from the military dictatorships of the authoritarian period to contemporary challenges faced in the region's democracies. It also aims to place human rights concerns in a broader sociopolitical context. Many of today's human rights issues are rooted in the past, but others respond to new and emerging challenges. In this class, we explore the roots and contemporary realities of human rights movements in Latin America. The examination of these topics should allow us to pose broader questions about the meaning of human rights in a globalized world, the efficacy of international instruments for rights enforcement, and the complex challenges that linger in the aftermath of authoritarianism and state-sponsored terror.
ANTH 4250 North American Archeology (4 Credits)
Prehistoric archeology in North America from earliest traces of human occupation to European contact; emphasis on cultures north of Mexico, east of Rockies. Cross-listed with ANTH 2250.

ANTH 4290 Art and Anthropology (4 Credits)
This class introduces students to anthropological approaches to the study of art and visual culture. The first part of the course covers foundational work in the field, introducing key concepts as well as methods for viewing and understanding art from a cross-cultural/comparative and interdisciplinary perspective. We examine the relationships among art, technology and the environment, as well as the importance of form, function, style, meaning, and aesthetics in the study of art. The second part addresses issues of contemporary concern in art and anthropology, such as the influence of market forces and tourism on artistic traditions and cultural expressions; the intersection of art and identity; the politics of cultural representation. The course also explores the ethnographic turn in some forms of contemporary art as well as doing ethnography as art.

ANTH 4360 Cross-Cultural Perspectives of Women (4 Credits)
Cross-listed with ANTH 3360.

ANTH 4370 Sex & Class in Latin America (4 Credits)
Evolving role of women in Central and South America from precollonial states to modern cities, rural areas.

ANTH 4380 Women and Development (4 Credits)
Case study approach to understanding women's status; problems of combining productive/reproductive responsibilities in developing countries. Cross-listed with ANTH 3380, INTS 3390.

ANTH 4700 Readings in Anthropology (1-5 Credits)
Directed readings in anthropology under faculty supervision. May be repeated for credit.

ANTH 4701 Special Topics in Anthropology (1-5 Credits)
ANTH 4702 Special Topics in Anthropology (1-5 Credits)
ANTH 4703 Special Topics in Anthropology (1-5 Credits)
ANTH 4704 Special Topics in Anthropology (1-5 Credits)

ANTH 4744 Museum Anthropology (4 Credits)
This course introduces students to museum anthropology and the ethnography of museums as well as the theoretical and practical sides of museum studies. The course is based on the following premises: Museum anthropology is a form of applied anthropology in which museums are a venue for making anthropological insights and knowledge accessible and relevant to the public; Museums, as institutions of public culture, are a forum for exploring contemporary social issues and concerns; The role of museums in society and civic engagement is at the core of contemporary museum anthropology and Museology.

ANTH 4745 Museum Practicum (2 Credits)
Individually designed practicum in student's area of interest.

ANTH 4750 Masters Museum Exhibit (4 Credits)
Required for MA with museum studies concentration. Type of exhibit and placement planned with student's committee.

ANTH 4981 Museum Internship (1-6 Credits)
ANTH 4991 Independent Study (1-17 Credits)
ANTH 4992 Directed Study (1-10 Credits)
ANTH 4995 Independent Research (1-17 Credits)

Communication Studies

Office: Sturm Hall, Room 200
Mail Code: 2000 E. Asbury Ave., Denver, CO 80208
Phone: 303-871-2385
Email: gradcomn@du.edu
Web Site: http://www.du.edu/comn

The Department of Communication Studies has been a pioneer in speech and communication studies since 1912, offering MA and PhD programs, as well as a dual degree with the Graduate School of Social Work.

Our program takes full advantage of being situated in the state's capital and business center, offering students excellent opportunities to study culture and communication, interpersonal and family communication and public discourse and communication ethics.

The graduate program in Communication Studies seeks to identify the ways in which we can better understand who we are as members of cultures, groups and families; examine and critique ideologies and structures that constrain our contact with each other; identify ways to deliberate and reach just decisions in public, organizational and personal contexts; and create the means for dialogue and collaboration in instances of conflict and struggle. This
mission is realized through three distinct but overlapping areas of emphasis in which students can specialize: culture and communication, interpersonal and family communication and rhetoric and communication ethics.

Areas of Emphasis

Students must select a primary Area of Emphasis in which to study. In certain cases, a student may combine two areas with the assistance of a faculty advisor. The student’s chosen area must be communicated to a faculty member in that area.

Culture and Communication

The area of Culture and Communication investigates the communicative constitution and intersection of difference in its various codifications as culture, race, class, religion, ethnicity, nationality, gender and sexual orientation. Its vision is to promote an ethic of inclusivity, racial and social justice, reciprocity and mutual transformation in the encounter of difference. Courses reflect this emphasis, focusing on the social and performative construction of identity, the politics of representation, performances of affect, identity and community and vernacular and embodied rhetorics, all informed by critical, feminist and queer perspectives on cultural communication.

This area investigates the communicative constitution and negotiation of difference in its various codifications as culture, race, religion, ethnicity, nationality, gender and sexual orientation. Its vision is to promote an ethic of inclusivity, racial and social justice, reciprocity and mutual transformation in the encounter of difference. As such, it endeavors to equip students with perspectives, knowledge and skills needed to function in an ethical manner within a global cultural context. Besides introducing students to the history of theorizing and practice in the field, the program seeks to update disciplinary competence to include more fluid and dynamic conceptions of cultural negotiation of difference within the context of trans-border crossings, intensified global interactions and the displacement and movements of populations.

Interpersonal and Family Communication

The area of interpersonal communication explores how human communication works in our everyday lives, specifically, how people interact, and the impact their actions have on relationships between members of dyads, families, groups, social networks and communities. A basic premise of work in this area is that human interaction is fundamental to the construction, development and maintenance of personal and social relationships, and to the organization of social life as we know it today. The curriculum in this area draws from and is grounded in several significant traditions in social science and communication research, namely social-psychological, dialectical and interpretive approaches. Courses focus on current trends and significant contributions to research in interpersonal communication, family communication and research on close relationships.

The objective of study in this area is to facilitate an increased understanding of the communication processes and practices that occur within various contexts of interpersonal and social relationships, such as close, intimate relationships, including friendships, marriages and family relationships. Our primary value commitment is to high-quality relationships. That is, our research and teaching is directed toward discovering and disseminating information about the ways that relationships can be mutually satisfying and constructive—or dissatisfying and destructive.

We emphasize the construction of relationships through communication and recognize that quality relationships can take many forms.

Rhetoric and Communication Ethics

The Rhetoric and Communication Ethics area of emphasis is dedicated to the investigation of public communication and is particularly concerned with questions of how ethics and justice are constituted throughout the spectrum of public communication activity. The study of rhetoric and communication ethics at DU is best defined through three intellectual commitments. First, we are committed to developing philosophical accounts of the nature of communicative activity. Second, we are committed to understanding how communicative action works to form and transform our public and civic identities. And third, we are committed to producing reflective criticism of communicative activity in all of its textual and performative modalities.

It is our mission to foster intellectual relationships between faculty and students that will result in research programs capable of describing the normative presuppositions of communicative activity, using that knowledge to expose and critique illegitimate and unjust communication behavior and constructing normative models of ethical communicative practice. It is our mission to cultivate teachers dedicated to addressing important public issues in a reasoned, passionate and ethical manner. It is our mission to model a deep commitment to using knowledge of rhetoric and communication ethics to further the public good.

Master of Arts in Communication Studies

Following are the simple steps to apply for graduate study in Communication Studies at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines

- Applications for graduate study in Communication Studies at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
- All online materials must be submitted, and all supplemental materials must be postmarked, by the program’s stated deadline: December 15, for admission and financial aid consideration for fall quarter; March 15, for the following winter quarter; June 15, for the following spring quarter. After the priority deadlines, applications may be considered on a rolling basis.
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.
Course and Degree Prerequisites and Requirements

- For the M.A. program, applicants must have a bachelor’s degree in communication or a related field. Proof of a bachelor’s degree is required from a regionally accredited college or university. A minimum GPA of 3.0 in the highest earned degree at the time of matriculation is required.

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
- The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
- Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early.
- The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.

Test Scores

- The Graduate Record Examination (GRE) is required. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. The minimum combined score required by the Communication Studies program is 286/800 on the verbal and quantitative sections. The institution code for the University of Denver is 4842.

Language Proficiency

- Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the Communications Studies programs is 88 (iBT) or 570 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted is 7.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual for complete English language proficiency requirements.
- Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

Essay

- Applicants must submit a two- to four-page essay indicating area of emphasis(s), motivation for applying, professional and personal goals, and any additional information that will inform the faculty of your capability to pursue graduate-level work. The essay should be submitted via upload through the online application process.

Resume/C.V.

- A resume or C.V. is required. This should include work experience, research, and/or volunteer work. The resume or C.V. should be submitted via upload through the online application process.

Recommendation Letters

- Three letters of recommendation are required. These letters should be solicited and uploaded by recommenders through the online application system. Letters must be received by the program’s stated deadline.

Financial Support

- To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.
- Information about financial aid can be found on the Office of Financial Aid website (http://www.du.edu/financialaid/graduate). International students are not eligible for federal financial aid.
- Some programs provide competitive awards in the form of fellowships and/or assistantships. Contact your academic program for more information.

Application Status

- We encourage you to be actively engaged in the admission process. You can check your application status online.

Mailing Address

- Mail official transcripts and any supplemental admission materials not submitted with the online application to:
  University of Denver
  Office of Graduate Studies
  Mary Reed Building, Room 5
International Applicants

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information (http://www.du.edu/learn/graduates/international/applicants.html). International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.

*The Graduate Policy Manual provides complete details regarding admission requirements.*

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Master of Arts in Communication Studies

Degree Requirements

Thesis Track

Coursework Requirements

Research Foundations
Minimum of 10 credit hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>COMN 4900</td>
<td>Quantitative Methods I</td>
</tr>
<tr>
<td>COMN 4901</td>
<td>Quantitative Methods II</td>
</tr>
<tr>
<td>COMN 4930</td>
<td>Speech and Communication Research - Qualitative Methods</td>
</tr>
<tr>
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<td>Qualitative Methods II</td>
</tr>
</tbody>
</table>

Emphasis Area
Minimum of 15 credit hours from one of the following lists:

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<tr>
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<td>COMN 4220</td>
<td>Critical Intercultural Communication (required)</td>
</tr>
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<td>Critical Methods for Studying Culture (required)</td>
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</table>
### COMN 4702
- Topics in Communication (Critical Sexuality Studies)
- Topics in Communication (Performance Ethnography)
- Topics in Communication (Culture and Affect)
- Topics in Communication (Performatve Pedagogy)

### Interpersonal and Family Communication
- COMN 4110: Theories in Interpersonal Communication (required)
- COMN 4020: Communication Studies: Relational (required)
- COMN 4250: Seminar: Family Communication (required)
- COMN 3240: Group Methods and Facilitation
- COMN 4210: Seminar: Interpersonal Communication
- COMN 4210: Seminar: Interpersonal Communication (Privacy and Disclosure in Interpersonal Communication)
- COMN 4251: Advanced Seminar in Family Communication
- COMN 4280: Theories-Group Communication
- COMN 4300: Seminar in Persuasion
- COMN 4700: Topics in Communication (Narrative Communication)
- COMN 4700: Topics in Communication (Identity and Relationships)
- COMN 4701: Topics in Communication (Seminar in Gender and Communication)
- COMN 4703: Topics in Communication (Communication and Mediated Relationships)
- COMN 4710: Seminar: Nonverbal Communication

### Rhetoric and Communication Ethics
- COMN 3130: Organizational Communication
- COMN 3315: Public Deliberation
- COMN 3435/4435: Rhetoric and Public Life
- COMN 3470: Seminar in Free Speech
- COMN 3850/4850: Communication Ethics (multiple seminars)
- COMN 4310: Communication and Collaboration
- COMN 4890: Philosophy of Communication

Minimum of two cognate courses outside of the area of emphasis and/or outside of the COMN prefix: 10-15

### Electives: 0-10
- COMN 4995: Independent Research (Required for thesis track)

Total Credits: 45

**Non-coursework Requirements**
- Thesis
- Thesis oral defense

**Comprehensive Examination Track**

**Coursework Requirements**

**Research Foundations**
Minumium of 10 credit hours from the following: 10
- COMN 4900: Quantitative Methods I
- COMN 4901: Quantitative Methods II
- COMN 4930: Speech and Communication Research - Qualitative Methods
- COMN 4931: Qualitative Methods II

**Emphasis Area**
Minimum of 15 credit hours from one of the following lists: 15

- COMN 4220: Critical Intercultural Communication (required)
- COMN 4932: Critical Methods for Studying Culture (required)
- COMN 4933: Writing Culture (Suggested if writing a thesis)
- COMN 4221: Culture, Power and Representation
COMN 4222  Theories of Identity and Subjectivity
COMN 4231  Discourse and Race
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COMN 4701  Topics in Communication (Cultural Memory)
COMN 4701  Topics in Communication (Critical Pedagogy and Culture)
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COMN 4702  Topics in Communication (Performance Ethnography)
COMN 4702  Topics in Communication (Culture and Affect)
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COMN 4710  Seminar: Nonverbal Communication

Rhetoric and Communication Ethics
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COMN 3315  Public Deliberation
COMN 3435/4435  Rhetoric and Public Life
COMN 3470  Seminar in Free Speech
COMN 3850/4850  Communication Ethics (multiple seminars)
COMN 4310  Communication and Collaboration
COMN 4890  Philosophy of Communication

Minimum of two cognate courses outside of the area of emphasis and/or outside of the COMN prefix  10-15
Electives  12-17
Total Credits  52

Non-coursework Requirements
- Comprehensive exam: Comprehensive examinations may be taken throughout the year, with the exception of summer quarter. Exams taken during breaks will be reviewed the next quarter following completion of the examination. Areas of testing are determined by an advisor within guidelines established by the communication studies faculty.

Doctor of Philosophy in Communication Studies

Degree Requirements

Coursework Requirements

Core course requirements (135 graduate-level credits required)

Research Foundations Sequence  20

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<td>COMN 4933</td>
<td>Writing Culture</td>
<td>required</td>
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<tr>
<td>COMN 4221</td>
<td>Culture, Power and Representation</td>
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<tr>
<td>COMN 4222</td>
<td>Theories of Identity and Subjectivity</td>
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<td>COMN 4231</td>
<td>Discourse and Race</td>
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<tr>
<td>COMN 4700</td>
<td>Topics in Communication</td>
<td>Intercultural Performance</td>
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<tr>
<td>COMN 4701</td>
<td>Topics in Communication</td>
<td>Voices of Women of Color</td>
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<td>COMN 4701</td>
<td>Topics in Communication</td>
<td>Cultural Memory</td>
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<td>COMN 4701</td>
<td>Topics in Communication</td>
<td>Critical Pedagogy and Culture</td>
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<td>COMN 4701</td>
<td>Topics in Communication</td>
<td>Performatve Writing</td>
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<td>COMN 4702</td>
<td>Topics in Communication</td>
<td>Sexuality Studies</td>
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<td>COMN 4702</td>
<td>Topics in Communication</td>
<td>Performance Ethnography</td>
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<td>COMN 4702</td>
<td>Topics in Communication</td>
<td>Culture and Affect</td>
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<tr>
<td>COMN 4702</td>
<td>Topics in Communication</td>
<td>Performatve Pedagogy</td>
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Interpersonal and Family Communication

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<th>Course Code</th>
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<tr>
<td>COMN 4110</td>
<td>Theories in Interpersonal Communication</td>
<td>required</td>
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<tr>
<td>COMN 4250</td>
<td>Seminar: Family Communication</td>
<td>required</td>
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<tr>
<td>COMN 4020</td>
<td>Communication Studies: Relational</td>
<td>required</td>
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<tr>
<td>COMN 3240</td>
<td>Group Methods and Facilitation</td>
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<td>COMN 4210</td>
<td>Seminar: Interpersonal Communication</td>
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<td>COMN 4210</td>
<td>Seminar: Interpersonal Communication</td>
<td>Privacy and Disclosure in Interpersonal Communication</td>
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<td>COMN 4251</td>
<td>Advanced Seminar in Family Communication</td>
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<td>COMN 4280</td>
<td>Theories-Group Communication</td>
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<td>COMN 4300</td>
<td>Seminar in Persuasion</td>
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<td>COMN 4700</td>
<td>Topics in Communication</td>
<td>Narrative Communication</td>
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<td>COMN 4701</td>
<td>Topics in Communication</td>
<td>Seminar in Gender and Communication</td>
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<td>COMN 4703</td>
<td>Topics in Communication</td>
<td>Communication and Mediated Relationships</td>
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<td>COMN 4710</td>
<td>Seminar: Nonverbal Communication</td>
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Rhetorical and Communication Ethics

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<th>Course Code</th>
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<tr>
<td>COMN 3130</td>
<td>Organizational Communication</td>
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<tr>
<td>COMN 3315</td>
<td>Public Deliberation</td>
<td></td>
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<td>COMN 3435/4435</td>
<td>Rhetoric and Public Life</td>
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<td>COMN 3470</td>
<td>Seminar in Free Speech</td>
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<td>COMN 3850/4850</td>
<td>Communication Ethics (multiple seminars)</td>
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<td>COMN 4310</td>
<td>Communication and Collaboration</td>
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<td>COMN 4890</td>
<td>Philosophy of Communication</td>
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Three cognate courses outside of the area of emphasis:

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Tools (Advanced Methods)

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Dissertation Hours

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MA Transfer Credit

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Non-coursework Requirements

- Tool Requirement: The tool is a methodological rather than a content requirement. This requirement should be met through course work in a methodology that results in advanced knowledge about a method that is related to the dissertation. In addition to recognizing tool requirement
options in the traditional sense, (i.e., statistics) the student, in consultation with the dissertation advisor, may petition the faculty for an option deemed appropriate to the research/investigative requirements of the dissertation. The tool consists of 8–10 credits of course work taken during the PhD program at the University of Denver; transfer hours from the student’s prior MA program cannot be counted toward the tool.

- **Periodic Review:** After completion of 30 quarter credits, the PhD student may be advanced to preliminary candidacy. Basis for advancement is the periodic faculty review of the progress of each student.

- **Comprehensive Examination:** At the end of required graduate course work and preliminary to advancement to final candidacy, the PhD student is required to pass a comprehensive examination. The examination is designed to test the student’s competencies as a scholar. The examination assesses both depth and breadth of knowledge within the discipline by focusing upon both the student’s curriculum emphasis and supporting work in other fields of study. The comprehensive examination offers the doctoral student an opportunity to demonstrate that he/she has become an independent, original and mature thinker in the discipline, as a consequence of the research and study engaged in during formal graduate course work.

  - **Examination Procedures:** Exam preparation and administration will be under the supervision of an examination committee chosen by the student in conjunction with his/her advisor. The committee will consist of a minimum of three tenure-track faculty members in the department of communication studies. The examining committee chair will, in consultation with the student, convene the committee to prepare the examination and will offer the student guidance in preparation for meeting. (See the department for a more detailed description of comprehensive examination policies and procedures.)

- **Dissertation:** The PhD student is expected to submit a formal dissertation proposal, write a dissertation and defend the dissertation in an oral defense. No oral defense can be taken in the summer quarters.

### Courses

**COMN 3130 Organizational Communication (4 Credits)**

This is an applied course, service learning course, based on a consulting model. While the course will extend and enrich the topical and theoretical knowledge developed in COMN 1550 and COMN 2130, the primary purpose of this course will be to help students explore how they can put such knowledge into practice by collectively working with a local non-profit organization to first diagnose and then propose (and, in some cases implement) solutions to an organizational communication problem faced by that organization.

**COMN 3230 Principles of Leadership (4 Credits)**

Roles, functions, behaviors that influence and direct; emphasis on interpersonal effectiveness; theories and methods.

**COMN 3245 Building Group/Team Effectiveness (4 Credits)**

The objectives of this course are to help students acquire a deeper understanding of groups and teams, how they function, and what contributes to their success or failure. It also aims to help students develop the skills and capacities that will allow them to contribute in concrete and significant ways to successful outcomes and satisfying experiences for themselves and others in groups and teams. Cross listed with LDRS 2540.

**COMN 3270 Health Communication (4 Credits)**

This course examines the role of health communication in our everyday lives. We will focus on communication strategies that inform and influence individuals, families and communities in decisions that enhance health. We will also explore the dynamics and impact of health communication between individuals and the health care system such as doctor-patient communication, dissemination of health related information, and the role of mediated communication in examining health communication.

**COMN 3280 Family Communication (4 Credits)**

The purpose of this course is to enhance understanding about communication patterns within families. In this course, we will examine theory/research on the role of communication in creating and maintaining healthy marriages and families. Specifically, we will study communication and the family life cycle, different family forms, family race/ethnicity, power in families, conflict in families, communication and stress in families, and communication in the aging family. The course format includes lectures, discussions, analysis of case studies, and in class applications.

**COMN 3285 Advanced Relational Communication (4 Credits)**

Advanced Relational Communication is intended to increase understanding of relationships from diverse perspectives. The three main perspectives we will investigate show how relationships affect and are affected by their context, the individuals involved, and the relational system. The goals of this course are for students to increase their skill in (1) explaining how knowledge about context, individuals, and relational systems increases understanding of communication processes in a variety of relationships; (2) evaluating critically the information about relationships that we encounter in our everyday lives; (3) asking and investigating questions about real-life relationships.

**COMN 3290 Communication and Aging (4 Credits)**

In this course, we will focus on the communication processes associated with aging. We will explore the implications of aging and how aging affects the process and outcomes social and relational interactions. We will examine communication and aging through interactional processes (intrapersonal, interpersonal and relational) and through context (organization, family, health, and culture). Emphasis will be placed on the theoretical and applied research in communication and aging.
COMN 3300 Principles of Persuasion (4 Credits)
This course involves a social scientific approach to persuasion and social influence. Some of the topics included in this approach are the relationship between attitude and behavior; characteristics of the source, message, and receiver of a persuasive appeal; and models and theories that explain the effects of persuasive communication. By the end of the course, students should be able to think more critically about the persuasive messages they encounter in everyday life, to apply theoretical models of persuasion, and to construct persuasive messages.

COMN 3315 Public Deliberation (4 Credits)
During the last two decades public deliberation has emerged as the centerpiece of theoretical and practical accounts of liberal democracy. This course begins by setting out the nature and functions of public deliberation. We will then track how deliberative democrats respect the traditional accounts of inclusion, equality and reason in an attempt to meet the demands of the deep cultural diversity that marks social life in advanced industrial societies. Specifically we will ask if public deliberation as portrayed in these accounts is sufficient to meet these demands or do we need to expand our understanding of political argument to include a diversity of rhetorical practices? And, once we do expand our account of deliberation how does this transform the traditional problematic of both democratic and rhetorical theory?.

COMN 3425 Rhetoric and Governance (4 Credits)
An introduction to the works of Michel Foucault and his influence on contemporary rhetorical theory. Permission of instructor is required.

COMN 3435 Rhetoric and Public Life (4 Credits)
An introduction to the conceptual and political history of the public sphere. The course pays particular attention to how the normative assumptions of public communication are affected by the demands of cultural pluralism. Permission from instructor is required.

COMN 3470 Seminar in Free Speech (4 Credits)
This course will survey some of the major conceptual innovations in the justifications of freedom of speech. We will begin with an exploration of the traditional defenses of free speech and then move to a reexamination of those defenses in light of modern communication theory and the challenges of pluralism. In particular we will ask if the justifications of free speech need to be rethought given our understanding of speech as a social force that constitutes identities and values rather than merely expressing private opinions. Moreover, given our understanding of the social force of speech, should we regulate speech that is racist, sexist and seems to erode the foundations of a public culture based on mutual respect and public deliberation over social goods? Can we devise a robust defense of free speech based on its social force that both protects those that may be harmed by antidemocratic discourses and still provides the resources for democratic dissent?.

COMN 3500 Advanced Public Speaking (4 Credits)
Theory, preparation, delivery and evaluation of public speeches.

COMN 3680 Gender and Communication (4 Credits)
This course focuses on the interactive relationships between gender and communication in contemporary U.S. society. This implies three priorities for the class. First, the course explores the multiple ways communication creates and perpetuates gender roles in families, media, and society in general. Second, the course considers how we enact socially created gender differences in public and private settings and how this affects success, satisfaction, and self-esteem. Third, the course connects theory and research to our personal lives. Throughout the quarter, the course considers not only what IS in terms of gender roles, but also what might be and how we, as change agents, may act to improve our individual and collective lives. Cross listed with GWST 3680, HCOM 3680.

COMN 3700 Topics in Communication (1-4 Credits)
COMN 3701 Topics in Communication (1-4 Credits)
COMN 3702 Topics in Communication (1-4 Credits)
COMN 3703 Topics in Communication (1-4 Credits)
COMN 3704 Topics in Communication (1-4 Credits)
COMN 3705 Topics in Communication (1-4 Credits)

COMN 3770 Mediated Communication and Relationships (4 Credits)
This course examines how people develop, define, maintain, and manage interpersonal relationships through their use of mediated communication. We will examine communication in relationships that occur through the internet, text-messaging, cell phones, chat rooms, gaming, and virtual communities. This is a seminar type course where students guide and are guided through their own study of mediated relationships.

COMN 3800 Philosophies of Dialogue (4 Credits)
This course explores the philosophies of dialogue of Martin Buber, Mikhail Bakhtin and others in the context of contemporary communication scholarship on ethics, culture, and relationship. Prerequisite: permission of instructor.

COMN 3850 Communication Ethics (4 Credits)
This class is not just about how to be ethical communicators but it is also about how to discover ethics--the good life and care for others, answerability and responsibility--deep within the structures of human communication itself. The course is committed to a mixture of theory and practice but practice is at the heart of the matter. Half of our sessions will be devoted to dialogue or conversation about ethics in life. There we will try to work as close as we can with ethics in our own lived experience. In the other half, we will explore theory: the ethical/philosophical/communicative ground of ethics.

COMN 3991 Independent Study (1-5 Credits)
COMN 3992 Directed Study (1-10 Credits)
COMN 3995 Independent Research (1-10 Credits)
Topics and quarter hours vary. Prerequisite: instructor’s permission.

COMN 4010 Introduction to Graduate Studies (5 Credits)
History of the discipline; noteworthy scholars and publications, current issues in the discipline.

COMN 4020 Communication Studies: Relational (5 Credits)
Recent social science literature in interpersonal communication; emphasis on pragmatics, meta-level perspectives, relational concerns affecting intimacies, friendships, families.

COMN 4030 Communication Studies: Organizational (3-5 Credits)
Ways in which communicative actions create, maintain, transform terms that define and regulate our practical and passionate attachments to each other; specifically how identity, knowledge, value, social organizations are constructed in and through communicative practices.

COMN 4100 Seminar: Speech Communication Theory (5 Credits)
Theoretical foundations of communication and language behavior; syntactics, semantics, pragmatics.

COMN 4110 Theories In Interpersonal Communication (5 Credits)
Selected themes in interpersonal communication, based primarily on theoretical sources, including interaction, relationships, goal achievement, hierarchies, interpersonal change.

COMN 4120 Comparative Theories in Human Communication (5 Credits)
Selected efforts to construct theories of human communication; lectures, discussions, student presentations of analysis of readings.

COMN 4130 Seminar in Communication in Human Organizations (5 Credits)
Current problems and issues in organizational communication.

COMN 4140 Graduate Colloquium (5 Credits)

COMN 4150 Culture, Ethnicity and Communication (5 Credits)
A cross-cultural approach to investigate communication codes, norms, value dimensions, power, privilege, and relationship issues within national, ethnic, and gender groups.

COMN 4200 Physical Basis of Spoken Language (5 Credits)
The purpose of this course is to provide the student with a comprehensive understanding of the past, current, and evolving legal, policy, and regulatory issues effecting telecommunications, telecommunications-related industries, and the Internet. Laws and policies effecting multichannel television, wireline and wireless telephone companies, and the Internet will be examined in depth. Focus is placed on the role public policy plays in light of a rapidly changing information environment, critical evaluation and understanding of the rationale behind policy and regulatory activity, and the exploration of the various complex problems arising from the evolving information environment and its products.

COMN 4210 Seminar: Interpersonal Communication (5 Credits)
Selected theories applicable to interpersonal communication and their implications.

COMN 4220 Critical Intercultural Communication (5 Credits)
This seminar explores the key figures and foundational essays in the development of Critical Intercultural Communication. This seminar offers a critical perspective on current theory and research in intercultural communication. We emphasize questions and practices of “diversity” (especially involving race, class, gender, and sexuality) as they manifest in local and global contexts in the United States. The principle objective is to develop a politically informed and self-reflexive praxis in the service of reframing the study of intercultural communication.

COMN 4221 Culture, Power and Representation (5 Credits)
Central to the production of cultural knowledge about the ‘other’ is the labor of power implicated in all practices of discursive representation. In this course, we will examine the various theories of representation, the racial and gendered production of difference, the relation between discourse and subjectivity, and more generally, the poetics and politics of representation. These topics will be explored within a rich variety of contexts and institutional sites, e.g., in colonial and anthropological discourse, in popular media narratives and consumer culture, in the global deployment of Western theoretical/knowledge productions, among others.

COMN 4222 Theories of Identity and Subjectivity (5 Credits)
The seminar explores the communicative constitution of cultural, political, and institutional identities. Discussion will range from the historical development of the theoretical discourse on identity and subjectivity to more contemporary theories covering the emergence and transformation of identities in public discursive spaces. Particular attention will be given to theoretical frameworks and methods of inquiry animating research having to do with what is known as the “new cultural politics of difference.” The course ends with a look at the contexts and arenas in which “identity” and “subjectivity” have emerged as critical sites of contestation in the 21st century.

COMN 4223 Culture and Communication: Contexts and Issues (5 Credits)
This is a capstone course in the foundations sequence for the Culture and Communication Area of Concentration in Human Communication Studies. This course will integrate content from the other three area foundations courses and specifically address implications for the study and practice of intercultural communication in such contexts of study as globalization, transnationalism, diaspora, colonization, immigration, adaptation, localization, corporate, institutional, and situated discourse. In addition current theoretical, research, and application issues and problematic such as multivocality, voice and representation, intersections and contradictions of contradictory identifications, representations, micro and macro forces, and paradigmatic separation and integration will be discussed. Prerequisites: COMN 4220, COMN 4221 and COMN 4222.
COMN 4230 Intercultural Training (5 Credits)
Research and theoretical approaches that examine international/intercultural training and instructional practices about topics such as adaptation, adjustment, competence, conflict and cultural diversity.

COMN 4231 Discourse and Race (5 Credits)
This course looks at race as a discursive formation using the literature in Critical Race Theory that has emerged over the past decade. In analyzing this body of work covering a wide range of themes and diverse theoretical perspectives, we hope to uncover the historic, material, as well as symbolic determinations of the discourse on race that have conspired to sustain a highly racialized system in place.

COMN 4240 Seminar: Group Communication (5 Credits)
Small group literature; interpersonal and group communication.

COMN 4250 Seminar: Family Communication (5 Credits)
This course is designed to investigate and explore the communication processes associated with families. Areas of exploration include definitions of family communication and interactional patterns, the impact of life stage on family communication processes, marriage and divorce, parent-child communication, sibling interactions, the child-free family, and the later-life family.

COMN 4251 Advanced Seminar in Family Communication (5 Credits)
This advanced seminar is designed to build on the first seminar in family communication. The course will examine how historic research in the study of families have influenced the field of family communication. Emphasis will be placed on how understanding these classics can influence theory and research in the human communication area of family communication.

COMN 4280 Theories-Group Communication (5 Credits)
Examination, from different theoretical perspectives, of group communication as an area of study; research and application in speech communication discipline.

COMN 4300 Seminar in Persuasion (5 Credits)
Theory, research, special problems in persuasion and attitude change.

COMN 4310 Communication and Collaboration (5 Credits)
A survey of contemporary theories and applications.

COMN 4315 Public Deliberation (5 Credits)
An introduction to the theories and problematics of public deliberation. The course pays particular attention to the demands of inclusion, equality, and public reason as requirements of public deliberation.

COMN 4400 Seminar: Rhetoric Conversation Analysis (5 Credits)
Contemporary contributions to development of rhetorical theory ranging from perspectives on rhetoric offered by various rhetorical theorists to methods of rhetorical criticism.

COMN 4420 Rhetorical Theory (5 Credits)
Contemporary rhetorical theories.

COMN 4425 Rhetoric and Governance (5 Credits)
An introduction to the works of Michel Foucault and his influence on contemporary rhetorical theory.

COMN 4435 Rhetoric and Public Life (5 Credits)
An introduction to the conceptual and political history of the public sphere. The course pays particular attention to how the normative assumptions of public communication are affected by the demands of cultural pluralism.

COMN 4510 Seminar: Speech Communication Theory (5 Credits)
Integration of conceptual theory with behavioral practice in formal public speaking situations through lectures, discussions, performances.

COMN 4530 Critical Theories of Communication II: Nietzsche's Influence on Contemporary Rhetoric (5 Credits)
In conversation with Classical Rhetorical Theory and Critical Theories I, this course is designed to explore a major philosopher's influence on rhetoric and communication studies. Friedrich Nietzsche offers and inspires a second trajectory of thinking that allies with, but ultimately diverges from, the Marxist critical project. Broadly, Nietzschean thought echoes the Marxist concern for structural oppression, alienation, and limited consciousness; but it attempts to undermine structural power as much as possible without the tools of structural power (namely, language, values/truth/knowledge, and the subject). We explore this line of critique much more closely, considering how it has materialized in communication scholarship. This course offers a point of departure for explorations of particular theorists.

COMN 4700 Topics in Communication (1-5 Credits)

COMN 4701 Topics in Communication (1-5 Credits)

COMN 4702 Topics in Communication (1-5 Credits)

COMN 4703 Topics in Communication (1-5 Credits)

COMN 4704 Topics in Communication (1-5 Credits)

COMN 4705 Topics in Communication (1-5 Credits)

COMN 4710 Seminar: Nonverbal Communication (5 Credits)
Theoretical and practical exploration of interpersonal role relationships; emphasis on time, space, kinetic, vocal, tactile cues; methodological concerns.
COMN 4760 Linguistic Aspects of Communication Theory (5 Credits)

COMN 4800 Philosophies of Dialogue (5 Credits)
This course explores the philosophies of dialogue of Martin Buber, Mikhail Bakhtin and others in the context of contemporary communication scholarship on ethics, culture, and relationship.

COMN 4850 Communication Ethics (5 Credits)
This course explores the work of Todorov, Bakhtin, Levinas, and Hyde as foundational to communication ethics.

COMN 4890 Philosophy of Communication (5 Credits)
How speech communication is presupposed and/or demonstrated to be related to social reality, language, intersubjectivity by various methodologies used in conducting communication research; special emphasis on exploring presuppositions of recent methodological developments in contrast to more traditional approaches.

COMN 4900 Quantitative Methods I (5 Credits)
Lectures, readings, written assignments that facilitate growth and development of the research scholar.

COMN 4901 Quantitative Methods II (5 Credits)
This course is a continuation of the HCOM 4900 which explored the process of human inquiry, social science paradigms, the development of sound research questions, and strategies and techniques surrounding sampling, measurement and design. This course will expand on the exploration of research design and statistical methods that can be utilized in answering research questions and hypotheses. In addition, we will be collecting data that will be used to help us understand and analyze various statistical strategies.

COMN 4910 Theory Building in Communication (5 Credits)
Steps involved in constructing theory; application of theory building process to communication phenomena.

COMN 4915 Discourse Analysis (5 Credits)
An introduction to common theoretical assumptions and methods shared by scholars who study discourse as social interaction, with emphasis on analyzing key features of discourse that are central to their work.

COMN 4920 Communication Research Practicum (5 Credits)

COMN 4930 Speech and Communication Research - Qualitative Methods (5 Credits)
Grounded theory, phenomenology and other non-numerical approaches to research in human interaction.

COMN 4931 Qualitative Methods II (5 Credits)
This course teaches students qualitative data management skills, introduces them to an array of qualitative methods for analyzing naturalistic data, and guides them through the application of these skills to qualitative research projects. Prerequisite: COMN 4930.

COMN 4932 Critical Methods for Studying Culture (5 Credits)
This seminar provides an overview of a variety of critical methodologies (inclusive of the theory of method) for the study of culture. Potential course foci include textual analysis, critical ethnography, personal narrative, oral history, performance writing, and autoethnography.

COMN 4933 Writing Culture (5 Credits)
This seminar serves as a capstone course in the Culture and Communication seminar sequence. Students explore diverse genres used to write about culture. The course aims to help every student find a writing voice by reading excellent writing in diverse genres. By writing and rewriting all term, this course guides students through the process of writing an article centered around culture and communication, following the practices of the field.

COMN 4991 Independent Study (1-10 Credits)

COMN 4992 Directed Study (1-10 Credits)

COMN 4995 Independent Research (1-10 Credits)

COMN 5921 Seminar: Communication Research I (5 Credits)
Design, method, procedure strategies in research. Prerequisite: approved proposal.

COMN 5922 Seminar: Communication Research II (5 Credits)
Design, method, procedure strategies in research. Prerequisite: approved proposal.

COMN 5923 Seminar: Communication Research III (5 Credits)
Design, method, procedure strategies in research. Prerequisite: approved proposal.

COMN 5991 Independent Study (1-10 Credits)

COMN 5992 Directed Study (1-10 Credits)

COMN 5995 Independent Research (1-15 Credits)

Economics

Office: Sturm Hall, Room 246, 2000 E. Asbury Ave., Denver, CO 80208
Phone: 303-871-2685
Email: econ04@du.edu
Master of Arts in Economics

If you’re looking for a career as a business or government economist, the University of Denver’s master of arts in economics program offers excellent preparation.

Our MA program helps you build the solid skills and respected credentials that employers want. The degree also prepares students for doctoral studies, particularly if they want to explore alternative approaches and develop further insights about economics before entering doctoral programs.

Our department’s strengths include

• Macroeconomics
• Economics of money, banking and finance
• Environmental economics
• Health economics
• International and development economics
• Alternative approaches to economics
• History of economic thought
• Econometrics
• Gender economics

Our MA program is also geared toward your schedule — all of our required courses, and many of our electives, are conducted between 6:00 p.m. and 7:50 p.m. to accommodate students who work during the day. Other elective courses are typically offered between 4:00 p.m. and 5:50 p.m.

Master of Arts in Economics

Following are the simple steps to apply for graduate study in Economics at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines

• Applications for graduate study in Economics at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
• All online materials must be submitted, and all supplemental materials must be postmarked, by the program’s stated deadline: March 1, for the fall quarter. Applications can be submitted for admission in any quarter of the year. However, because of the sequencing of the three required courses, it is most advisable for students to apply for admission to the fall quarter of an academic year.
• A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements

• Proof of a bachelor’s degree is required from a regionally accredited college or university.
• Applicants must have an undergraduate major or minor in economics, or 20 quarter hours of economics coursework, or permission from the DU economics department.

Transcripts

• Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
• The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
• Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early. Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.
• The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/ American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.

Test Scores

• The Graduate Record Examination (GRE) is required. The Economics program does not accept GMAT or LSAT scores as a substitute for the GRE. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. The institution code for the University of Denver is 4842.
Language Proficiency

• Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual for complete English language proficiency requirements.

• Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

Candidate Statement

• A personal statement of academic and professional goals of at least 300 words is required. The statement should be submitted via upload through the online application process.

Recommendation Letters

• Three letters of recommendation are required. These letters should be solicited and uploaded by recommenders through the online application system. Letters must be received by the program’s stated deadline.

Financial Support

• To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.

• Information about financial aid can be found on the Office of Financial Aid website (http://www.du.edu/financialaid/graduate). International students are not eligible for federal financial aid.

• The Department of Economics has limited financial support available for graduate students each year. Graduate teaching assistantships (GTA) and tuition credits as well as merit scholarships are available for both international and domestic students. The department awards financial support mainly on the basis of scholastic ability, though with some concern for need and the ability and willingness of students to assist with undergraduate courses. To qualify for scholarship support, recipients must be full-time students.

Application Status

• We encourage you to be actively engaged in the admission process. You can check your application status online (https://webcentral.du.edu).

Mailing Address

• Mail official transcripts and any supplemental admission materials not submitted with the online application to:

  University of Denver
  Office of Graduate Studies
  Mary Reed Building, Room 5
  2199 S. University Blvd.
  Denver, CO 80208-4802

International Applicants

• For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information (http://www.du.edu/learn/graduates/internationalapplicants.html). International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.

The Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) provides complete details regarding admission requirements.

Master of Arts in Economics

The program requires 45 credit hours of graduate work in economics. A student must earn a grade of B- or better in each of the four required courses. The minimum grade for an individual elective course is C- but the minimum GPA is 3.0. The student must also defend her/his thesis in an oral defense and pass it, and then she/he must complete whatever revisions the thesis committee suggests. It is possible to complete all requirements in one academic year, though it is normally best to plan on finishing in the second year of study.

Course requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 3670</td>
<td>Econometrics: Multivariate Regression Analysis for Economists</td>
<td>4</td>
</tr>
<tr>
<td>ECON 4020</td>
<td>Adv Macroeconomic Theory</td>
<td>5</td>
</tr>
<tr>
<td>ECON 4030</td>
<td>Adv Microeconomic Theory</td>
<td>5</td>
</tr>
<tr>
<td>ECON 4050</td>
<td>Origins of Modern Economics</td>
<td>5</td>
</tr>
</tbody>
</table>
ECON 4995 Thesis Research 1-10

Electives

Students choose a minimum of 4 courses (ECON 3XXX). 16

Total Credits 45

Courses

ECON 3040 Marxian Political Economy (4 Credits)
An exposition of Marx’s theory of value through a detailed reading of Capital, vol. I. Excerpts from other readings by Marx, and some of the relevant secondary literature used. Restriction: junior standing. Prerequisite: ECON 2020 or ECON 2030.

ECON 3110 European Economic History (4 Credits)
The emergence of capitalism from feudal society; the Industrial Revolution, English capitalism; European industrialization; state and economy in capitalism; 20th-century Europe and the global economy. Restriction: junior standing. Prerequisite: ECON 2020 or ECON 2030.

ECON 3120 Economic History of the U.S. (4 Credits)
Industrial progress from colonial period to the present time; influence of economic forces in social and political development. Restriction: junior standing. Prerequisite: ECON 2020 or ECON 2030.

ECON 3460 Monetary Theory and Policy (4 Credits)
Studies the interaction between money and the economy. Examines the workings of the financial institutions and how they affect the economy. Looks at the questions of what serves as money, what determines interest rates, and how the central bank conducts monetary policy and its effect on the performance of the economy. Restriction: junior standing. Prerequisite: ECON 2030.

ECON 3480 Money & Financial Markets (4 Credits)
Examines workings of the money and financial markets and their relation to the monetary system and to the macroeconomy. Restriction: junior standing. Prerequisite: ECON 2020 or ECON 2030.

ECON 3500 Economic Development (4 Credits)
Careful re-examination of the works of the prominent development economists of the immediate postwar decades to critically shed light on the treatment of topical development problems by modern economists. Restriction: junior standing. Prerequisite: ECON 2020 or 2030.

ECON 3590 Urban Economics (4 Credits)
Covers topics and issues of economic growth and decline in metropolitan areas, emphasizing urban economic issues. A broad range of policy areas is discussed, including labor market policy, welfare reform, housing policy, racial segregation, transportation, and environmental policy, among others. Restriction: junior standing. Prerequisite: ECON 2020 or 2030.

ECON 3600 International Monetary Relations (4 Credits)
Theory, policy, and history of international organization of money and finance; open-economy macroeconomics: balance of payments, exchange rate dynamics, monetary policy effectiveness. Cross-listed with INTS 3600. Restriction: junior standing. Prerequisite: ECON 2030.

ECON 3610 International Trade Theory & Policy (4 Credits)
Examines topical trade issues confronting the United States, policies proposed to tackle them, and the theoretical underpinnings of these policies. Studies how those policies could affect the less developed countries as determined by the environment established under the World Trade Organization. Prerequisite: ECON 2020 or 2030. Recommended: ECON 2610.

ECON 3620 Philosophical Perspectives on Economics and Social Sciences (4 Credits)
This course provides an advanced survey of conceptual and methodological issues that lie at the intersection of philosophy, economics, and the social sciences. More specifically, the main goal is to engage in a critical discussion of how sciences such as psychology, sociology, and neuroscience can challenge and modify the foundations and methodology of economic theories. The course is structured around three broad modules. After a brief introduction, we begin by discussing the emergence of rational choice theory which constitutes the foundation of classical and neoclassical economics and present some paradoxical implications of expected utility theory. The second module focuses on the relationship between economics and psychology. More specifically, we examine the emergence of behavioral economics, the study of the social, cognitive, and emotional factors on the economic decisions of individuals and institutions and their consequences for market prices, returns, and resource allocation. Finally, the third module focuses on the implications of neuroscience on decision making. We discuss some recent developments in neuroeconomics, a field of study emerged over the last few decades which seeks to ground economic theory in the study of neural mechanisms which are expressed mathematically and make behavioral predictions.

ECON 3670 Econometrics: Multivariate Regression Analysis for Economists (4 Credits)
This course develops the foundations of ordinary least squares (OLS) regression analysis and teaches students how to specify, estimate, and interpret multivariate regression models. Students have to apply what they have learned using a popular software package used for econometrics and real data. Special topics also covered include regression models that include dummy variables, log-linear models, fixed effects models, a brief discussion of instrumental variables, and an introduction to time-series analysis and forecasting. Prerequisites: ECON 2670 and either ECON 2020 or ECON 2030. Restriction: Junior standing.
ECON 3740 Health Economics (4 Credits)
This course is designed to study the nature of the organization of health care production, delivery and utilization according to economic theory. It introduces the up-to-date problems and issues in the U.S. health care system by studying demand for and supply of health care services, health care production and costs, and market analysis of health care industry. Important parties playing roles in health care industry such as private health insurance firms, physicians, pharmaceutical industry, and hospital services will be studied in detail. In addition, the course deals with the role of government in health care industry and various health care reforms proposed in the U.S. Restriction: junior standing. Prerequisite: ECON 2020 or 2030.

ECON 3830 Topics in Macroeconomics (4 Credits)
Coverage varies but may include advanced topics in monetary theory, the study of business cycles, or the works of important monetary and macroeconomic theorists. Restriction: junior standing. Prerequisite: ECON 2030.

ECON 3850 Mathematics for Economists (4 Credits)
Restriction: junior standing. Prerequisite: ECON 2020 and 2670.

ECON 3970 Environmental Economics (4 Credits)
This course examines economic perspectives of environmental and resource problems, ranging from peak oil, food crisis, and climate change. Topics include the property-rights basis of polluting problems, environmental ethics, benefit-cost analysis, regulatory policy, incentive-based regulation, clean technology, population growth and consumption, and sustainable development. Restriction: junior standing. Prerequisite: ECON 2020.

ECON 3991 Independent Study (1-8 Credits)
Prerequisites: ECON 1030.

ECON 3992 Directed Study (1-10 Credits)

ECON 3995 Independent Research (1-4 Credits)
This research project is based on a topic that the student picks in consultation with the chair of the economics department. During the consultation process a faculty supervisor is assigned to work with the student throughout the research process. The topic is preferably one that requires the student to demonstrate her/his ability to apply what she/he has learned in the intermediate-level required courses for the economics major. Restriction: senior standing.

ECON 3996 Senior Paper Research (2-4 Credits)
This research project is based on a topic that the student picks in consultation with the chair of the economics department. During the consultation process a faculty supervisor will be assigned to work with the student throughout the research process. The topic is preferably one that requires the student to demonstrate her/his ability to apply what she/he has learned in the intermediate-level required courses for the economics major. Restriction: senior standing.

ECON 4020 Adv Macroeconomic Theory (5 Credits)
Determinants of national income and its components and of the level of employment and the general price level; also examines business cycles and alternative macroeconomic theories.

ECON 4030 Adv Microeconomic Theory (5 Credits)
The orthodox microeconomic approach to determining prices and income distribution in competitive general equilibrium based on utility and profit maximization of consumers and firms; alternative theories of value and distribution.

ECON 4050 Origins of Modern Economics (5 Credits)
This course covers the development of economic theory from the decline of the classical school through the emergence of the Keynesian theory and investigates in detail the structure of the neoclassical theory and the degree to which Keynesian economics provides an alternative. We examine why economists thought that certain theoretical frameworks were better than others and what problems still remain.

ECON 4991 Independent Study (0-10 Credits)

ECON 4992 Directed Study (1-10 Credits)

ECON 4995 Thesis Research (1-10 Credits)

Institute for Public Policy

Office: Institute for Public Policy Studies, Mary Reed Building, Room 107
Mail Code: 2199 S. University Blvd. Denver, CO 80208
Phone: 303-871-2468
Email: ipps@du.edu
Web Site: http://www.du.edu/ipps

Public policy is a highly disciplined, evidence-based approach to the analysis and solution of contemporary issues, such as fiscal policy, entitlement reform, health care, national security, regulation, education and immigration.

The graduate program in public policy, which offers the master of public policy (MPP) degree, gives you the opportunity to analyze, create and articulate innovative policies responsive to the most challenging issues facing this nation, while respecting and supporting your passion to serve responsibly.
Career Advancement
MPP graduates enjoy exciting careers as public policy professionals — running government agencies, leading nonprofit organizations, serving as consultants to corporations or political campaigns, or developing a perspective for a client with a legislative or regulatory agenda. The MPP program will provide you with the analytical and critical thinking skills you need, as well as the professional contacts that will open the door to professional success.

Faculty Expertise
Faculty members in the MPP program are academics, policy experts, legal scholars, and former and current elected officials. Our instructors represent a wide range of policy expertise, including political history, economics, health policy, regulatory policy, lobbying, education policy, constitutional law and quantitative analysis.

Flexibility
Most MPP classes are offered in the evenings, allowing you to gain real-life public policy experience during the day through full-time employment or policy internships. In addition, our flexible dual-degree program gives you the opportunity to enhance your future career by combining your MPP with several other relevant graduate degrees.

Opportunity
The University of Denver’s campus is located just minutes from downtown Denver, a regional hub for major corporations, financial institutions, law firms, nonprofit organizations, think tanks, and more government offices than any other U.S. city outside of Washington, D.C.

Master of Public Policy
Following are the simple steps to apply for graduate study in Public Policy at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines
• Applications for graduate study in Public Policy at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
• All online materials must be submitted, and all supplemental materials must be postmarked, by the program’s stated deadline: June 15, for the fall quarter; and, November 15, for the winter quarter.
• A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements
• Proof of a bachelor’s degree is required from a regionally accredited college or university.

Transcripts
• Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
• The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
• Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early.

Test Scores
• The Graduate Record Examination (GRE) is required. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. The institution code for the University of Denver is 4842.

Language Proficiency
• Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the Public Policy program is 95 (iBT) or 587 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted is 7.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) for complete English language proficiency requirements.
• Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

Candidate Statement
• A personal statement of professional objectives is required. The personal statement should be two to three pages, preferably double-spaced, and should address these three areas:
  • What led you to your interest in pursuing this degree? Do you have a particular policy topic that interests you?
  • What are your professional and career goals? Ten years from now, what type of work do you hope to be doing in the field of public policy?
  • How would a degree from the Institute for Public Policy Studies at the University of Denver help you achieve your professional goals?
• The statement should be submitted via upload through the online application process.

Recommendation Letters
• Three letters of recommendation are required. Letters of recommendation should be written by professors if you are a recent college graduate. If you have been out of school for some time, you may have the letters written by supervisors or others who can speak to your academic potential. These letters should be solicited and uploaded by recommenders through the online application system. Letters must be received by the program’s stated deadline.

Interview
• An interview may be required. Academic program staff will contact eligible applicants to schedule. Interviews are not scheduled through the Office of Graduate Studies.

Financial Support
• To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.
• Information about financial aid can be found on the Office of Financial Aid website (http://www.du.edu/financialaid/graduate). International students are not eligible for federal financial aid.
• After application files are complete and after applicants have been interviewed, each prospective student will be carefully considered for need-based and merit-based funds. The Institute for Public Policy Studies awards the scholarships listed below.
  • Gov. Richard D. Lamm Scholarships. Gov. Richard D. Lamm Scholarships are awarded on a merit-basis to applicants who demonstrate a passionate interest in current public policy problems and offer unique solutions. Students may be awarded Lamm Scholarships of up to $10,000. The Lamm Scholarship Fund was created by Institute for Public Policy Studies co-director and former three-term Colorado Governor, Richard D. Lamm. No additional application is required.
  • Dean’s Scholarships. Former Arts, Humanities, and Social Sciences Dean Anne McCall made the Dean’s Scholarships possible. Dean’s Scholarships are merit-based and generally awarded for $2,500–$7,500. All applicants who meet the February 15 deadline are considered.
  • Graduate Research Assistantship Tuition Waivers and Stipends. The Institute for Public Policy Studies awards two to four MPP students to assist faculty on research projects. Assistantship awards include tuition waivers credited directly to a student’s tuition bill and stipends in the form of a salary. Assistantship awards range from $7,500 to $15,000. All applicants who meet the February 15 admission application deadline and make note in their application packet (e.g., cover letter and resume) that they wish to be interviewed for this type of award will be considered.

Application Status
• We encourage you to be actively engaged in the admission process. You can check your application status online (https://webcentral.du.edu).

Mailing Address
• Mail official transcripts and any supplemental admission materials not submitted with the online application to:

  University of Denver
  Office of Graduate Studies
  Mary Reed Building, Room 5
  2199 S. University Blvd.
  Denver, CO 80208-4802

International Applicants
• For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information (http://www.du.edu/learn/graduates/internationalapplicants.html). International applicants are strongly encouraged to have their applications complete at least eight weeks prior to the program’s application deadline.

The Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) provides complete details regarding admission requirements.
Master of Public Policy

In conjunction with other graduate programs at the University of Denver, MPP students can take specialized and approved courses in various policy specific areas. Policy emphases are available in the following areas:

- Education Policy
- Business and Government
- Energy and Environmental Policy
- Social Policy and Nonprofit Management
- Communications and Public Affairs
- Global Health
- International Policy and National Defense
- Political and Global Economics
- Customized

Each emphasis has a distinct list of requirements that will fulfill the MPP elective credits. Additionally, students are encouraged to explore experiential learning opportunities such as internships in the specific area as well as complete the required Policy Memorandum on a topic that is relevant to the emphasis.

Great Issues Forums

The Great Issues Forums are a series of policy seminars focused on the nation’s most important current issues. The graduate program in public policy offers five of these two-day, full-day courses every year for two quarter hours of credit each. Students must complete six forums (12 hours) to earn the MPP. The topics of these seminars rotate frequently, as expertise and events warrant, and are an integral part of the MPP program.

Degree requirements

Coursework requirements

<table>
<thead>
<tr>
<th>Core coursework requirements</th>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete all of the following courses:</td>
<td></td>
</tr>
<tr>
<td>PPOL 4100</td>
<td>American Public Policy System</td>
</tr>
<tr>
<td>PPOL 4400</td>
<td>Analytical &amp; Critical Skills</td>
</tr>
<tr>
<td>PPOL 4600</td>
<td>Regulatory Policy</td>
</tr>
<tr>
<td>PPOL 4700</td>
<td>Public Management &amp; Budgeting</td>
</tr>
<tr>
<td>PPOL 4200</td>
<td>Microeconomics for Public Pol. (Quantitative Series 1/3)</td>
</tr>
<tr>
<td>PPOL 4300</td>
<td>Quantitative Analysis-Pub Pol (Quantitative Series 2/3)</td>
</tr>
<tr>
<td>PPOL 4500</td>
<td>Cost-Benefit Analysis/Pub Pol (Quantitative Series 3/3)</td>
</tr>
</tbody>
</table>

Great Issues Forums requirement | 12 |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Complete 6 Great Issues Forums for a total of 12 credits</td>
<td></td>
</tr>
<tr>
<td>PPOL 4501</td>
<td>Great Issues Forum</td>
</tr>
<tr>
<td>or PPOL 4502</td>
<td>Issues Forum II</td>
</tr>
</tbody>
</table>

Policy Memorandum research credit | 4-10 |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Complete a minimum of 4 Policy Memo research credits. A maximum of 10 credits will count towards the minimum number of credits required for the degree.</td>
<td></td>
</tr>
<tr>
<td>PPOL 4995</td>
<td>Independent Research</td>
</tr>
</tbody>
</table>

Electives | 16 |
<table>
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<tbody>
<tr>
<td>Select 4 additional courses for a minimum of 16 credits.</td>
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</tr>
</tbody>
</table>

Note: Candidates may use 0-5 of Independent Study credits and/or 0-5 Internship credits to count towards the elective requirement. Candidates may also earn elective credits from other departments if approved by the director in advance.

Total Credits | 60 |
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<tbody>
<tr>
<td>Note: Candidates must maintain a 3.0 or higher GPA</td>
<td></td>
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</tbody>
</table>

Minimum number of credits required for the degree: 60 credits

Non-coursework requirements

- Policy Memorandum

Policy Memorandum
As the capstone project of the MPP experience, the Policy Memorandum integrates the knowledge and skills learned in and outside the classroom. The Policy Memorandum provides an opportunity to experience firsthand the type of practical and professional work often required of a policy analyst. Students identify and define a real-world policy issue; analyze the issue by conducting research, gathering data and interviewing professionals with opposing views; analyze the costs and benefits of the issue; and recommend courses of action.

Courses

**PPOL 4100 American Public Policy System (4 Credits)**
The American Policy Agenda, which is required for MPP students, will provide an intensive overview of the development of American public policy in the 20th century, with special emphasis on the interconnection between the values of the public and private sectors. Through the lens of a useful descriptive model, graduate students will learn concepts of the role of government have evolved from: the (1) constitutional period, wherein political society was thought to be a rational device for the protection of property and liberty and prosperity was equivalent to the free management of affairs; to the (2) administrative period, wherein powerful regulatory agencies were created to control concentrations of corporate power and the idea developed that the market does not always reflect the social good; to the (3) bureaucratic period, wherein the stock market collapse of 1929 and the Great Depression reversed key ideas of limited government inherent in the constitution and, beginning with the New Deal, social engineering in the "public interest" defined virtually every problem as "national;" to the (4) social welfare period, wherein government became the source of vast entitlements and benefits and interest groups came to dominate the policy debate; to the (5) current period of stalemate, gridlock, and reconsideration, wherein big government is a given, along with a utilitarian social contract defined as that which provides the most efficiency, the most productivity, and the most consumption for the most people.

**PPOL 4200 Microeconomics for Public Pol. (4 Credits)**
Microeconomics for Public Policy Analysis will provide a comprehensive, case-based overview for the MPP student of the consequences of contemporary public policies for individuals, households, and firms. Public policy is often said to consist of the distribution of scarce or valuable resources or benefits through the mechanisms of the public sector. This course will provide the opportunity to gain fluency and expertise in the application of economic analysis to such problems as transfer payments, entitlements, government subsidies, taxation, housing, education, labor, welfare and crime. Issues concerned with exploring the government's role in encouraging innovation, maintaining a growing economy, and budgeting under conditions of "surplus," will be explored using contemporary policy initiatives. Two competing visions of public policy will be examined: the role of economic policy in securing the benefits of "ordered liberty," which accrues to the individual; and (2) the vision of public policy as fundamental to the correction of anomalies in the market and in the distribution of scarce resources, often based on interest group claims of "disparity" and "inequality".

**PPOL 4300 Quantitative Analysis-Pub Pol (4 Credits)**
This course will provide the MPP student with the tools of mathematical analysis needed for the advanced study of public policy issues and evaluation of alternatives. Topics will include descriptive statistics, probability, sampling, estimation, inference and hypothesis testing, variable analysis and correlation, regression theory, reliability and validity, and prediction and simulation. Students needing review of college-level algebra will be referred to appropriate tutorials.

**PPOL 4400 Analytical & Critical Skills (4 Credits)**
This course will provide the student with the analytical tools necessary to evaluate competing points of view, using empirical techniques, logic, and statistical inference. Case studies will be drawn from the current legislative and regulatory environment and will provide the MPP student with opportunities to construct a course of action, based on the use of logically consistent arguments and on the persuasive use of facts and empirical data. Students in this course will also learn the history and development of the scientific method, how to distinguish speculation, theory, fact, and opinion, how to identify the validity, ideological content or irrationality of data, how to identify the intentional obfuscation of issues, and how to evaluate one's own prejudices and vulnerability to argument not based on evidence.

**PPOL 4500 Cost-Benefit Analysis/Pub Pol (4 Credits)**
How do we determine if programs have met their objectives? Increasingly, this is a matter for empirical evaluation. This course will focus on quantitative approaches to program evaluation and on the primary tool available to the policy analyst in the modern organizational framework, cost-benefit analysis. Various issues will be considered, including the "costs" associated with taxes (and tax expenditures), governmental mandates, health and safety regulation, environmental regulation, government "investments," such as those in education, defense, law enforcement, and the regulation of financial industries.

**PPOL 4501 Great Issues Forum (2 Credits)**
The Great Issues Forums are unique short courses devoted to a single policy issue and taught by a nationally-recognized authority in the area. These courses will occur on a periodic basis, with at least two forums to be offered each academic quarter. Participation in these courses is required for graduate students in the MPP program. Each course will be taught on an intensive workshop basis, over the course of two or more days, for example, all-day sessions on Friday and Saturday. Specific topics will be determined by the immediacy of the policy issue and its relevancy to the curriculum of the MPP.

**PPOL 4502 Issues Forum II (2 Credits)**
The Great Issues Forums are unique short courses devoted to a single policy issue and taught by a nationally-recognized authority in the area. These courses will occur on a periodic basis, with at least two forums to be offered each academic quarter. Participation in these courses is required for graduate students in the MPP program. Each course will be taught on an intensive workshop basis, over the course of two or more days, for example, all-day sessions on Friday and Saturday. Specific topics will be determined by the immediacy of the policy issue and its relevancy to the curriculum of the MPP.
PPOL 4504 The Policymaking Environment (2 Credits)
This forum aims to provide MPP students with a robust understanding of the essentials of the policymaking process in the United States. We will be examining in sequence three basic topics: 1) The political values and principles that establish the parameters for the policymaking environment; 2) The set of governmental and non-governmental actors who participate in policymaking and how they relate to each other; and 3) What policymaking models can help to explain the way policy is made by those actors.

PPOL 4506 The American Fiscal Future: Solvency, Security, and Sovereignty in the 21st Century (4 Credits)
This course provides the opportunity for students to gain a comprehensive understanding of American fiscal policy, the derivation of the social welfare state, the consequences of debt and deficits for American public policy and social stability, and the policy alternatives to current dysfunctional policies.

PPOL 4600 Regulatory Policy (4 Credits)
This course will provide the MPP student with a solid understanding of the legal basis for policy action, through a case-based examination of executive and legislative authority, judicial policy-making, the expansion of the due process and equal protection clauses of the 14th Amendment, and the expansion of administrative authority under the Administrative Procedure Act. Such issues as affirmative action, government contracting, school finance, antitrust, and substantive due process will be presented utilizing a combination of traditional legal analysis and the cost-benefit approach of the policy specialist.

PPOL 4700 Public Management & Budgeting (4 Credits)
This course introduces students to the topic of public management, which includes concepts such as organizational structure, performance management, and strategy development. In addition, the instructor will teach the techniques and concepts of government and non-profit budgeting/financial management. The budgeting process includes program development/implementation, cost and revenue estimation and projection, and budget evaluation. The relationship between public management and budgeting will be explored.

PPOL 4701 Topics in Public Policy (4 Credits)
Various topics in public policy are covered. Topic subjects to change each term as deemed appropriate with local, regional and federal policy issues and regulation changes. Prerequisite: PPOL 4100.

PPOL 4806 Decision Making in Public Policy (4 Credits)
Provides a new perspective on the process of decision-making in the public and private sectors. Viewed from the perspective of a significant paradigm shift, the "rational model" of policy-making is contrasted with emerging theories based on a view of human nature that is unpredictable, idiosyncratic, and context-based. Case studies are drawn from the current financial crisis and from the ongoing debate over economic stimulus and recovery. Additional examples are provided from the New Deal era, the Vietnam war, Watergate, and from the wars in Afghanistan and Iraq.

PPOL 4807 The Public Policy Implications of Retiring the Baby Boomers (4 Credits)
The first baby boomers start drawing Social Security in 2008, and they they start turning 65 in 2011. American Retirement Policy has long undertaken three major obligations with regard to the elderly: Social Security, Health Care and Long Term Care. The shock of 76 million baby boomers impacting these three systems (and related programs like Veteran’s programs, Military retirement, Federal Civil Service Retirement, etc.) will be profound. Your generation will soon be running a nation of 50 Florida’s. This class will look at the public policy options of these three programs. We will also look at the politics of retirement policy, the demography of the next 50 years, tax policy in an aging society, how other developed countries are handling similar problems, and we will develop a comprehensive plan for meeting these multiple challenges.

PPOL 4808 Health Care Policy (4 Credits)
No prerequisites. The purpose of this course will be to explore the assumptions, the history, the development and the current practices of the U.S. health care systems. What are its strengths and what are its weaknesses? How do we explain its paradox of excess and deprivation? We will spend some limited time examining other nation's health care systems for comparative purposes. The course will cover a broad range of topics and will explore a systems approach to health, obtaining an understanding of the integration of the public and private sector, free-market and government regulation; the effects on the doctor/patient relationship, the new health care demands, the search for quality, the role of new technologies and the changing ethical standards. Such a course cannot be designed to describe a functional world of health care delivery for even as the description is being formulated, the practical and functional aspects of that world are changing.

PPOL 4810 Building a Sustainable America (4 Credits)
This course has a viewpoint: endless economic and population growth are sustainable. Opposing viewpoints are welcomed, even encouraged, but the purpose of this class is to start developing a new, more sustainable agenda for America. No trees grow to the sky and no geometric growth curves are sustainable. The first census in 1790 found four million Europeans living in North America. (Estimate of Native Americans vary widely.) That means that between 1790 and 1990, America had six doublings of its population (4, 8, 32, 64, 128, 256). Note that two more doublings would give us one billion Americans. Sustainable? Desired Public Policy? Similarly, U.S. and world economic growth has been growing exponentially. America’s GDP is now 13 trillion dollars and there are serious questions whether the world’s eco-systems can provide 6.5 billion people (the current world population) anything close to an American standard of living. Nor can the eco-system tolerate economic growth at historic rates. Many thoughtful observers think that a whole new phase of human development has been reached, call it the Sustainability Revolution, which will have as profound impact on human history as did the Industrial Revolution. Our globe is warming, our glaciers are melting, our oceans are expanding, our coral dying, our rainforests dying, our deserts creeping, our water-tables falling; we seem to be headed to a time of convergence. For the first time in history, humankind has itself become a geological force. New public policy solutions need to be brought forth and debated. We will attempt to do exactly that.
PPOL 4811 The Strategy of Public Policy (4 Credits)
Public Policy is formed in many ways: legislation, court rulings, initiative campaigns, executive orders, and regulations, not to mention many other subtle instruments that are often invisible to the public. All of these tools make analyzing policy a difficult task, and they make choosing the right strategy for getting a policy implemented even more complicated. How is it that policy makers choose to implement their policies? Are any options more effective than others? To understand the policy process in the U.S., policy analysts must understand the institutions that exist in government.

PPOL 4812 Supreme Court & Public Policy (4 Credits)
This course, which is specifically designed for graduate students in public policy, provides the necessary professional background for students to understand the role of the Supreme Court of the United States in the formulation of public policy. Central to the course are the due process and equal protection clauses of the 14th Amendment to the U.S. Constitution, which are the key to understanding the vast expansion of Supreme Court power since the New Deal. The course also provides a basis for the student to understand the constitutional basis for administrative regulation, as well as freedom of expression issues inherent in the 1st Amendment.

PPOL 4820 What Works in Public Policy - and What Doesn’t (4 Credits)
The goal of this course is to analyze the implications for public policy of significant public policy failures and successes. Selected major public policy initiatives are examined with a view toward judging their ultimate success or failure and the reasons for these outcomes. There is an emphasis on discussing unintended consequences and the role of modern economic theory. The role of ideology and politics in policy outcomes is also a focus. Policy areas that are evaluated include: Social Security and Medicare; the decline of the cities; federal fiscal and tax policy; and deregulation of financial markets.

PPOL 4900 Public Sector Internship (1-10 Credits)
Students will gain hands-on experience with policy issues in a variety of settings.

PPOL 4910 Private Sector Internship (1-10 Credits)
Students will gain hands-on experience with policy issues in a variety of settings.

PPOL 4920 Non-Profit Sector Internship (1-10 Credits)
Students will gain hands-on experience with policy issues in a variety of settings.

PPOL 4991 Independent Study (1-10 Credits)
Students will work in collaboration with faculty from the Institute for Public Policy Studies to complete an independent study project.

PPOL 4992 Directed Study (1-5 Credits)

PPOL 4995 Independent Research (1-10 Credits)
The Policy Memorandum research project is designed to provide the MPP student with a capstone experience that will synthesize the knowledge and skills that were acquired during the 60 quarter hours of formal coursework. Included among the skills that students will apply are research, quantitative methods, economic analysis, cost-benefit analysis, budgeting and project management.

Media, Film & Journalism Studies
Office: Media, Film and Journalism Studies Building, Room 127
Mail Code: 2490 S. Gaylord St., Denver, CO 80208
Phone: 303-871-2166
Email: mfjsadm@du.edu
Web Site: http://www.du.edu/ahss/mfjs

Master of Arts in International and Intercultural Communication
The Master of Arts program in International and Intercultural Communication is offered through an interdisciplinary partnership between two large and active entities, the Department of Media, Film & Journalism Studies and the Josef Korbel School of International Studies. Students are able to choose from the breadth of coursework available in these two schools, while developing their own specific areas of concentration. Additionally, students are able to take advantage of electives and internships to develop expertise in their field of interest.

Graduates of this program are prepared to pursue careers in international and intercultural public relations and marketing, TV, print and Internet journalism, government diplomacy, cross-cultural and diversity training, college teaching and international education, conflict resolution and cross-cultural human resources/organizational communication.

Effective global communication requires that people understand both international and intercultural differences. Success is based on communicating goals and bridging differences. Students pursuing the MA-IIC establish a strong theoretical and applied foundation, while learning the nuances of the global environment. They then have an opportunity to extend this interdisciplinary base through courses in anthropology, foreign languages and literatures, business and other areas.
Master of Arts in Media, Film and Journalism Studies and Master of Science in Strategic Communication

The department of media, film and journalism studies’ graduate programs offer a broad-based understanding of the role and operation of the mass media in contemporary society as well as the creation of stories and messages for distribution through various channels.

Students may choose from three specialized programs:

- MA in media, film and journalism studies, student-designed emphasis
- MA in media, film and journalism studies, video production emphasis
- MS in strategic communication

Students may also choose various dual-degree program combinations including:

- MS in strategic communication/MA video production emphasis
- MA in media, film and journalism studies/JD (with the Sturm College of Law)

Our programs provide a unique curriculum focusing on the social, economic, cultural, legal and public policy implications of the mass media and allow students to specialize in particular areas to prepare them for careers in media research, public relations, video and television production, filmmaking, media criticism, media management and media regulation and policy. Some MA and MS graduates also seek more advanced degrees as they enter MFA or PhD programs.

All master’s programs require 48 credits for completion of the degree. While some full-time students take a heavier load and part-time students take a lighter load, most media, film and journalism studies graduate students take eight credit hours/two courses per quarter. This is particularly true of those who complete a thesis. Because of the sequencing of classes, it generally takes six quarters to complete the MA, video emphasis and student-design degrees, while some in the MS in strategic communication degree have completed the degree in five quarters. We schedule most graduate-level courses during afternoon and evening hours as a convenience to those who wish to pursue their degree on a part-time basis or for full-time students who maintain employment during their pursuit of an advanced degree.

Our alumni develop careers in a variety of areas including corporate, nonprofit and government public relations, advertising, video, television and film production, journalism, media research analysis, telecommunications and education.

Master of Arts in International and Intercultural Communication

Following are the simple steps to apply for graduate study in International and Intercultural Communication at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines

- Applications for graduate study in International and Intercultural Communication at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
- All online materials must be submitted, and all supplemental materials must be postmarked, by the program’s priority deadline: January 1, for international students seeking fall quarter admission; and, February 15 for domestic students seeking fall quarter admission. Applications are accepted after the priority deadlines if space is available. Applicants for winter and spring quarters should have their applications complete at least two months prior to the start of the quarter.
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements

- Proof of a bachelor’s, and, if applicable, a master’s degree is required from a regionally accredited college or university.

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
- The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
- Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early. Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.
• The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.

Test Scores
• The Graduate Record Examination (GRE) is required. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. The institution code for the University of Denver is 4842.

Language Proficiency
• Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the International and Intercultural Communication program at DU is 105 (iBT) or 620 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted is 7.5. Applicants must also achieve a minimum 4.5 TWE or 27 writing (iBT) or 8.0 IELTS writing. Please see the Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) for complete English language proficiency requirements.
• Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English.
• Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.
• Applicants whose native language is not English and who may be exempted from the English proficiency test requirements based on their academic degree credentials are strongly encouraged to submit TOEFL and TWE scores. Submission of these scores will strengthen the application.

Candidate Statement
• A personal statement of academic and professional goals and objectives is required. Include how those goals and objectives relate to international and intercultural communication. The statement should be submitted via upload through the online application process.

Recommendation Letters
• Three letters of recommendation are required. Academic references are preferred, although professional references may also be submitted. These letters should be solicited and uploaded by recommenders through the online application system. Letters must be received by the program’s stated deadline.

Financial Support
• To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.
• Information about financial aid can be found on the Office of Financial Aid website (http://www.du.edu/financialaid/graduate). International students are not eligible for federal financial aid.
• Departmental financial support is primarily merit-based aid, such as graduate scholarships, as well as a limited amount of need-based grant aid. For consideration, all online materials must be submitted, and all supplemental materials must be postmarked, by the program’s stated deadlines.
• Peace Corps Paul D. Coverdell Fellows Program: Returning Peace Corps volunteers (RPCV) may earn their MA in international and intercultural communication and apply for specific financial aid awards. RPCVs also receive 10 hours of academic credit for their Peace Corps service, which means they can take 50 hours of course work rather than the 60 hours required for the general IIC degree. IIC/RPCVs have the same requirements as general IIC degree students, but the language requirement is waived and RPCVs complete a 5-credit internship in the United States within a “high-need” community.

Application Status
• We encourage you to be actively engaged in the admission process. You can check your application status online (https://webcentral.du.edu).

Mailing Address
• Mail official transcripts and any supplemental admission materials not submitted with the online application to:
  University of Denver
  Office of Graduate Studies
  Mary Reed Building, Room 5
  2199 S. University Blvd.
International Applicants

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information (http://www.du.edu/learn/graduates/internationalapplicants.html). International applicants must apply by January 1.


Master of Arts in Media, Film and Journalism Studies

Following are the simple steps to apply for graduate study in Media, Film and Journalism Studies at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines

- Applications for graduate study in Media, Film and Journalism Studies at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
- All online materials must be submitted, and all supplemental materials must be postmarked, by the program’s priority deadline: January 1, for international students seeking fall quarter admission; and, February 15 for domestic students seeking fall quarter admission. Applications are accepted after the priority deadlines if space is available. Occasionally, students may be considered for admission to the winter or spring quarters.
- A $65 non-refundable application fee is required for an application to be processed.

Course and Degree Prerequisites and Requirements

- Proof of a bachelor’s degree is required from a regionally accredited college or university.
- An undergraduate degree in communications is not required for admission to graduate programs in Media, Film and Journalism Studies.

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
- The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
- Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early. Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.
- The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.

Test Scores

- The Graduate Record Examination (GRE) is required and scores generally must be at or above the 50th percentile to be competitive for admission to the program. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. The institution code for the University of Denver is 4842.

Language Proficiency

- Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the Media, Film and Journalism Studies program is 105 (iBT) or 620 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted is 7.5. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) for complete English language proficiency requirements.
- Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.
• Applicants to Media, Film and Journalism Studies whose native language is not English and who may be exempted from the English proficiency test requirements based on their academic degree credentials are strongly encouraged to submit TOEFL scores. Submission of these scores will strengthen the application.

Personal Statement
• A personal statement is required.
• Applicants are encouraged to address these three areas in their statement:
  • Their future career goals.
  • How these goals intersect with the degree they are seeking from the Media, Film and Journalism Studies Department at the University of Denver.
  • Other information relevant to their pursuit of an advanced degree.
• The statement should be submitted via upload through the online application process.

Recommendation Letters
• Three letters of recommendation are required and at least two should be academic in nature (e.g., a former professor). These letters should be solicited and uploaded by recommenders through the online application system. Letters must be received by the program’s stated deadline.

Financial Support
• To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.
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  Denver, CO 80208-4802

International Applicants
• For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information (http://www.du.edu/learn/graduates/internationalapplicants.html). International applicants must apply by January 1.

The Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) provides complete details regarding admission requirements.

Master of Science in Strategic Communication
Following are the simple steps to apply for graduate study in Media, Film and Journalism Studies at the University of Denver. If you have any questions about the process, please contact the Office of Graduate Studies (gradinfo@du.edu).

Apply Online / Application Deadlines
• Applications for graduate study in Media, Film and Journalism Studies at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
• All online materials must be submitted, and all supplemental materials must be postmarked, by the program’s priority deadline: January 1, for international students seeking fall quarter admission; and, February 15 for domestic students seeking fall quarter admission. Applications are accepted after the priority deadlines if space is available. Occasionally, students may be considered for admission to the winter or spring quarters.
• A $65 non-refundable application fee is required for an application to be processed.
Course and Degree Prerequisites and Requirements

• Proof of a bachelor’s degree is required from a regionally accredited college or university.
• An undergraduate degree in communications is not required for admission to graduate programs in Media, Film and Journalism Studies.

Transcripts

• Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
• The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
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  • How these goals intersect with the degree they are seeking from the Media, Film and Journalism Studies Department at the University of Denver.
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  Denver, CO 80208-4802

International Applicants

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information (http://www.du.edu/learn/graduates/internationalapplicants.html). International applicants must apply by January 1.

The Graduate Policy Manual (http://www.du.edu/media/documents/graduates/gradpolmanual.pdf) provides complete details regarding admission requirements.

Master of Arts in International and Intercultural Communication

The MA in IIC requires 60 quarter hours of credit, including four courses in communication (10-20 credits from MFJS (or Communication Studies--COMN) and four in International Studies INTS (20 credits). Required courses include MFJS 4650 and MFJS 4912 Seminar in Mass Communication Foundations in International & Intercultural Communication. One course in research methods is also required (4-5 credits), as well as completing a thesis and/or an internship (5-10 credits). Students must demonstrate a two-year proficiency in at least one language other than English by early in the quarter before they plan to graduate. Please see below for suggested courses for Areas of Concentrations.

Degree requirements

Coursework requirements

Core coursework requirements

I. Department of Media, Film and Journalism Studies and the Department of Communication requirements (4 courses) 16-18

Complete both of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFJS 4650</td>
<td>International Communication</td>
</tr>
<tr>
<td>MFJS 4912</td>
<td>Seminar in Mass Communication (Foundations in International and Intercultural Communication)</td>
</tr>
</tbody>
</table>

Complete an additional 2 courses in MFJS (or COMN)

II. Joseph Korbel School of International Studies requirements (4 courses) 20

Depending on substantive interests, a student selects one of the following options (Traditional MA or Professional):

A. Traditional MA option

Complete 2 courses in one concentration plus 2 classes in a second concentration OR students complete 1 core curriculum course plus 3 courses in one concentration.

Core curriculum includes but is not limited to:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTS 4900</td>
<td>International Politics</td>
</tr>
<tr>
<td>or INTS 4501</td>
<td>Comparative Politics: States and Societies in the 21st Century</td>
</tr>
<tr>
<td>or INTS 4304</td>
<td>Econometrics for Decision Making II</td>
</tr>
<tr>
<td>or INTS 4820/4821/4822</td>
<td>Democracy and War: Socrates, Thucydides, and Today's America</td>
</tr>
</tbody>
</table>

Concentration areas include:
Human Rights; Development; Global Political Economy; Policy Analysis, International Technology Analysis and Management; Conflict Resolution; Global Environment; International Security; Global Finance, Trade, and Economic Integration; Global Health; and Humanitarian Aid

B. Professional MA option

Students may take four courses in one of the designated Program Training Core curricula in one of the professional MA programs in INTS: International Administration; International Public Policy; Development; Global Finance, Trade & Economic Integration; International Health; and Humanitarian Aid. Students choosing this option to fulfill their INTS requirements should work with Tom Rowe, the IIC advisor for INTS coursework; Susan Rivera; or David Levine, the associate dean to develop a written plan, and submit a signed copy of the plan to the IIC director. We recognize that there will be cases where students have special needs and interests, and may prefer to create a custom-designed combination of courses; modifications may be made in these requirements after consultation with Tom Rowe, David Levine or Susan Rivera. A signed copy of the modified agreement should be given to the IIC Director for the student’s file.

Note: Details on the Traditional or Professional MA options are available from the INTS department and are included in the INTS Student Handbook.

III. Research Methods

Research Methods course may be from MFJS or INTS. Must receive approval from the ICC Director to use research requirements from other departments to fill this requirement.

IV. Thesis and Internship courses

Internship must be completed in a U.S. high-needs community.

V. Electives

Elective courses must be at the 4000 or 5000 level. Electives may serve as additional coursework needed to reach the minimum number of credits required for the degree.

Minimum number of credits required for degree: 60 credits

Non-coursework Requirements:

- Foreign Language Proficiency

Foreign Language Proficiency

No University of Denver language courses may be counted toward the course requirements of the joint MA program. Students may take language courses to reach or surpass the two-year proficiency level, but these will not count toward the credits required for the degree.

International students whose native language is not English may use that language to meet the requirement, provided they have done academic or professional work in that original language.

IIC/Peace Corps’ Paul D. Coverdell Fellows Program

In cooperation with the Peace Corps, the Paul D. Coverdell Fellows Program permits students who have completed their service in the Peace Corps to study the MA in International & Intercultural Communication degree following their service. They receive 10 credits for their Peace Corps service toward the 60 credits required for the degree, leaving 50 credits for the program. Please see below for a list of suggested courses for Areas of Concentrations.

Coursework requirements

I. Department of Media, Film and Journalism Studies (also from Communication Studies) 16-18

II. Joseph Korbel School of International Studies (4 courses) 20

III. Research Methods 4-5

IV. Internship (must be completed with a high-need community in the U.S.) 5

V. Electives (remaining credits)

Total Credits 50

Total number of credits required for degree: 50 credits

Non-coursework Requirements

- Internship
- Thesis (including proposal presentation and oral defense)
- Foreign Language Proficiency
Internship

A minimum of five credit hours of internship (40 hours per credit X 5 = 200 hours) is required for students who choose the internship option. An internship is registered as a course (MFJS 4980: Internship), and may be taken for 1 to 5 credits during any one term. (Note: Internships must be secured or in the process of being secured in the quarter before graduation.) Students may register for additional internship credits (up to a total of 10) as part of their course electives. Students may elect to do one or more internships with media/communications agencies, non-profit organizations, corporations, or government, in the Denver area, or elsewhere in the U.S. or abroad. Students are encouraged to do the internship near the end of their program, after they have completed at least half of the 60 credits required for the MA degree. All internships will be administered and supervised by Prof. Erika Polson, the Director of Internships for the IIC Program in the Dept. of Media, Film and Journalism Studies. Students must meet with the internship director in order to obtain approval for an internship.

Thesis

Students may opt to do a thesis and/or an internship, for a total of 10 credits maximum (five credits minimum). To begin work on the thesis, the student must first choose an area of research interest and develop a research question that will guide the thesis research. At that time, the student should also choose a thesis advisor with expertise in the student’s interest area. The advisor will help the student to focus the research question and may suggest additional readings or coursework that will help the student develop the thesis project. Students should review the process and policies for the master’s thesis in the Graduate Policy Manual. Students can find “Thesis and Dissertation Formatting Guidelines,” “Thesis Oral Defense Information,” and “Thesis/Dissertation Submission Instructions via ETD” under the “Graduation and Oral Defense Information on this website. The student should meet at least twice with the thesis advisor to finalize a research question and outline the entire project. The student should then begin work on a preliminary proposal which may need to be reviewed by the IIC Graduate Committee (as determined by the thesis advisor and IIC Director), and should include a brief summary of the following:

- research problem or question
- theoretical framework,
- preliminary literature review
- methods.

The committee will review the proposal and the student’s course record (including grades), consult with the student’s advisor and instructors of courses related to the thesis, and make a recommendation to the student on doing a thesis. If the committee recommends against the student doing a thesis, the student may opt to do an internship or other course work. A student has the option to revise and resubmit the preliminary thesis proposal one time. Once the preliminary proposal has been approved by the IIC Graduate Committee, the student and advisor will need to select a thesis committee, which includes the advisor and a minimum of two other committee members (at least one Media, Film & Journalism Studies, and one from International Studies; the third may be from either area) who will read the formal research proposal and the final report. These additional members should be contacted and asked if they would be willing to serve on the thesis committee. Having formed the thesis committee, the student should begin work on a formal thesis proposal. The exact form of this proposal will be outlined by the thesis advisor and will vary according to the thesis topic, the specific problem being studied and the methodology proposed to explore that problem. All proposals should include the following (the order may vary):

1. a general introduction to the thesis topic
2. an explication of the problem(s) the research will address (i.e., the purpose of the study)
3. a review of the literature related to the stated problem
4. a clear and succinct statement of the research questions or hypotheses the thesis will address
5. a discussion of the research methods that will be used to explore the questions or hypotheses
6. a description of the material or data that will be examined in order to suggest answers to the research questions or to test the hypotheses
7. if appropriate, a discussion of the contributions the study will make to the existing discourse on the thesis topic.

The student will need to convene the thesis committee for a proposal meeting following completion of the proposal. The committee members should be presented with a draft of the research proposal two weeks prior to this meeting. At the meeting the committee members will question the student on the project’s theory, design, and research methods to ensure that the project is rigorous and of appropriate scope. Revisions to the proposal may be required following this meeting, but once the committee has approved the proposal, the student may regard it as a contract. An approved proposal outlines specifically what procedures the student must follow to complete the thesis requirement; no committee member may fault the student for the study’s design when the thesis is complete (providing the student follows the approved plan, such concerns must be addressed at the proposal meeting. Following approval of the research proposal, the student may then proceed to conduct the research described in the proposal, then report and discuss the results in the final written thesis report, which must be approved in an oral defense by the thesis committee. The format of the thesis should follow the guidelines developed by the Office of Graduate Studies exactly.

Foreign language Proficiency

By the time they graduate with the MA degree, students must prove proficiency equivalent to approximately two years of college-level course work in a language other than English, or their native language. Ways to prove proficiency include:

1. Course work beyond the two-year level (earned ‘B’ or better) within the past three years of initial enrollment in the IIC program. Note: **The school must offer the course according to formal levels or years: for example, when the student finishes a course, the student will be at or beyond the two-year level. If the course work was performed at a non-accredited institution (so the courses are not offered by levels), the student must take the
proficiency test. Students enrolling in Berlitz Language Learning courses must complete level 4. Most university courses are offered according to year or level, whereas many short-term intensive “submersion” programs or classes are not.

2. Worked or lived in another culture requiring proficiency at or beyond the two-year level for six months or more within the past three years (including international students whose first language is not English); primary language used by the student in the other culture was not English.

3. Taking a foreign language course (see (1) above on type of course) for which completion (and earning a ‘B’ or better) brings the student up to the two-year proficiency level within three years to enrolling in the IIC program or during the program. The classes will not count toward the degree.

4. Taking a foreign language course beyond the two-year level and earning a ‘B’ or better. Students may take 3000-level courses to bring them beyond the two-year proficiency requirement; however the classes will not count as credits toward their degree.

5. Taking and passing the graduate foreign language proficiency exam through the Center for World Languages and Cultures (CWLC).
   a. Taking and passing the graduate foreign language proficiency exam through the Center for World Languages and Cultures (CWLC). Students must take the language proficiency exam AT LEAST two quarters prior to their anticipated graduation date. Please take the exam as early in your program as possible! Students should contact the Center at cwlc@du.edu or 303.871.4601, to register for the exam, for a fee of $50 (cash or a check only). Early registration is appreciated! Contact the CWLC to determine exact dates the Language Proficiency Test is offered each quarter. Students may take the test only one time per quarter, so if the student does not pass the test, s/he will need to wait until the next quarter before taking it again.

   Students should submit a memo with written evidence of proficiency to the IIC Director no later than the beginning of the quarter before graduation. International students who are proficient in English, as well as their primary language are exempt from this requirement.

Areas of concentration

One of the advantages of the IIC program is the flexibility of the curriculum. While many students have expressed their appreciation for such a broad selection of classes, they have also asked for a guide to which classes might be best suited to their interests. The following is a list of areas of concentration compiled by IIC professors from which students may choose their own concentration. The courses listed under each area are suggestions only, and are not complete listings; students are not required to enroll in them (unless otherwise noted). They are simply intended to help students choose classes that will best serve their interests and goals. It is also possible to construct individualized areas of concentration; however, these must be approved by an IIC advisor. Please be aware that many classes are offered only once during the academic year and that schedules are subject to change. Students are advised to check the dynamic online course catalog (see the Registrar’s website at: http://www.du.edu/registrar/) frequently and contact relevant professors and faculty if unsure about a class. Entrance into certain courses may be especially competitive; for these reasons it is wise to plan ahead and select two or three backup courses.

Sample Areas of Communication

- Development Communication
- Emergent Digital Practices
- Global Health Communication
- Globalization and Culture
- Global Environment
- Human Rights
- International & Intercultural Strategic Communication (nonprofit or corporate)
- International Administration
- International Politics
- Media Production
- Conflict Management/Resolution

Please note: 3000-level Courses. A student is allowed to take only one 3000-level course to count for credit towards the 60 hours needed to complete the master’s program in International and Intercultural Communication, and it must be cross-listed as a graduate/undergraduate course (see Course Catalog). Graduate students are expected to complete an additional paper or project beyond the basic course requirements when taking a 3000-level course that is cross-listed with undergraduates. Consult with the instructor before enrolling in any 3000-level course.

Development Communication

MFJS Courses

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### INTS Courses

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Note: For other related courses in INTS see the INTS student handbook and course descriptions.

### Emergent Digital Practices

#### EDPX Courses

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### Global Health Communication

#### MFJS Courses

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### Globalization and Culture

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### Global Environment

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**Human Rights**

**MFJS Courses**

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**International & Intercultural Strategic Communication (Non-Profit OR Corporate)**

**MFJS Courses**

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MFJS 4160 Mass Communication Theory 4
MFJS 4250 Critical Studies of Film, TV, and Popular Culture 4
MFJS 4470 Introduction to Field Production and Editing 4
MFJS 4550 Media Effects & Consequences 4
MFJS 4650 International Communication 4
MFJS 4652 Culture, Gender, and Global Communication 4
MFJS 4653 Language, Power, and Globalization 4

EDPX Courses
EDPX 4010 Emergent Digital Tools 4
EDPX 4020 Emergent Digital Cultures 4

COMN Courses
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COMN 3285 Advanced Relational Communication 4
COMN 4020 Communication Studies: Relational 5
COMN 4701 Topics in Communication (Graduate Seminar in Gender and Communication) 5

INTS Courses
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INTS 4303 Econometrics for Decision Making I 5
INTS 4310 International Trade 5
INTS 4318 Applied Research in International Economics 5
INTS 4319 Governing the Global Economy: The Effectiveness of Multilateral Economic Institutions 5
INTS 4320 Int'l Monetary Relations 5
INTS 4324 Int'l Political Economy 5
INTS 4327 Advanced Issues in International and Comparative Political Economy 5
INTS 4330 International Business Transactions 5
INTS 4333 International Project Analysis 5
INTS 4339 Microfinance and Sustainable Development 5
INTS 4341 Illicit Markets in Latin America 5
INTS 4342 Project Management 5
INTS 4345 The Art of Forecasting 5
INTS 4349 Comparative Public Policy and Finance 5
INTS 4350 Economic Development 5
INTS 4369 Pol Econ of Global Inequality 5
INTS 4370 Political Economy of Globalization 5
INTS 4391 Financial Management and Fundraising of Non-Profits 5
INTS 4394 Non-Profit Issues & Techniques 5
INTS 4427 The Political Economy of African Development 5
INTS 4428 Political Economy of Human Rights 5
INTS 4453 Political Economic Development in Latin America 5
INTS 4536 Economic Fundamentals: Global Applications 5
INTS 4549 Managing Microfinance: Balancing Business with Development 5
INTS 4555 Professional Communications 5
INTS 4557 Cross-Cultural Communications 5
INTS 4591 Advcd Fundraising Workshop 5
INTS 4633 Int'l Project Evaluation 5
INTS 4640 Global Financial Crisis and International Policy Responses 5
INTS 4641 East Asia in the Global Political Economy 5
INTS 4643 Japan in East Asia: Economic, Business, and Trade Relations 5
INTS 4709 Topics in Int'l Studies (Advanced Financial Management Workshop) 5
INTS 4710 Topics in Int'l Studies (Globalization & Economic Crime) 5
INTS 4711 Topics in Int'l Studies (Trade, Finance and Economic Development) 5
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### Daniels College of Business Courses

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### International Administration

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### International Politics

#### MFJS Courses
- MFJS 4080  International and Intercultural Public Relations  
- MFJS 4300  Freedom of Expression Issues  
- MFJS 4550  Media Effects & Consequences  
- MFJS 4652  Culture, Gender, and Global Communication  
- MFJS 4653  Language, Power, and Globalization  

#### COMN Courses
- COMN 4701  Topics in Communication (Graduate Seminar in Gender and Communication)  

#### INTS Courses
- INTS 4141  Domestic/Int'l Conseq:Drug War  
- INTS 4142  After the Fall: Russia & China  
- INTS 4147  American Govt & Pol. Making  
- INTS 4324  Int'l Political Economy  
- INTS 4327  Advanced Issues in International and Comparative Political Economy  
- INTS 4349  Comparative Public Policy and Finance  
- INTS 4369  Pol Econ of Global Inequality  
- INTS 4370  Political Economy of Globalization  
- INTS 4427  The Political Economy of African Development  
- INTS 4428  Political Economy of Human Rights  
- INTS 4447  Making of Chinese Foreign Policy  
- INTS 4453  Political Economic Development in Latin America  
- INTS 4460  Nationalism, Communism, and Liberalism in China's Rise  
- INTS 4468  Politics of Development  
- INTS 4501  Comparative Politics: States and Societies in the 21st Century  
- INTS 4502  Comparative Revolutions  
- INTS 4514  Population, Environment, and Development in Latin America  
- INTS 4517  Politics of Deeply Divided Societies  
- INTS 4543  Religion and International Studies: The Apocalyptic Tradition  
- INTS 4567  Democratization in Africa  
- INTS 4575  Systems Thinking for Social Scientists  
- INTS 4622  Strategy and Governance  
- INTS 4626  Civil Resistance  
- INTS 4635  Civil-Military Relations  
- INTS 4637  Comparative State building  
- INTS 4638  Modern Iranian History and Politics  
- INTS 4639  Post-Revolutionary Iranian Politics  
- INTS 4640  Global Financial Crisis and International Policy Responses  
- INTS 4641  East Asia in the Global Political Economy  
- INTS 4700  United States Foreign Policy  
- INTS 4711  Topics in Int'l Studies (Citizens in Representative Democracies - A Study of Comparative Political Behavior)  
- INTS 4715  Problems and Challenges of Democratization in Contemporary Democracies  
- INTS 4750  The Policy Making Process  
- INTS 4760  Russian Foreign and Defense Policy  
- INTS 4802  Foundational Ideas in Social Science: Marx and Weber  
- INTS 4804  Realism and Democracy  
- INTS 4820  Democracy and War: Socrates, Thucydides, and Today's America  
- INTS 4821  Early Modern Political Theory  

Note: For other related courses in INTS see the INTS student handbook & course descriptions.
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### Media Production

**EDPX Courses**

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<td>MFJS 3229</td>
<td>Video Editing is for Everybody</td>
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<td>Web 2.0 Design and Content Management</td>
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<td>Mass Communication Theory</td>
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<td>Documentary Film/Video Production I</td>
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</tr>
<tr>
<td>MFJS 4221</td>
<td>Documentary Film/Video Production II</td>
<td>4</td>
</tr>
<tr>
<td>MFJS 4250</td>
<td>Critical Studies of Film, TV, and Popular Culture</td>
<td>4</td>
</tr>
<tr>
<td>MFJS 4300</td>
<td>Freedom of Expression Issues</td>
<td>4</td>
</tr>
<tr>
<td>MFJS 4310</td>
<td>New Media Law &amp; Regulation</td>
<td>4</td>
</tr>
<tr>
<td>MFJS 4470</td>
<td>Introduction to Field Production and Editing</td>
<td>4</td>
</tr>
<tr>
<td>MFJS 4550</td>
<td>Media Effects &amp; Consequences</td>
<td>4</td>
</tr>
<tr>
<td>MFJS 4652</td>
<td>Culture, Gender, and Global Communication</td>
<td>4</td>
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</table>

**COMN Course**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>COMN 4701</td>
<td>Topics in Communication (Graduate Seminar in Gender and Communication)</td>
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</table>

**INTS Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>INTS 4056</td>
<td>Information Management in Human Crises</td>
</tr>
<tr>
<td>INTS 4342</td>
<td>Project Management</td>
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<tr>
<td>INTS 4364</td>
<td>Global Poverty and Human Rights</td>
</tr>
<tr>
<td>INTS 4555</td>
<td>Professional Communications</td>
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<tr>
<td>INTS 4557</td>
<td>Cross-Cultural Communications</td>
</tr>
<tr>
<td>INTS 4710</td>
<td>Topics in Int'l Studies (Gender and Development)</td>
</tr>
<tr>
<td>INTS 4965</td>
<td>Technology and Sustainable Development</td>
</tr>
<tr>
<td>INTS 4972</td>
<td>Global Environmental Governance</td>
</tr>
</tbody>
</table>

Note: For other related courses in INTS see the INTS student handbook & course descriptions.

### Conflict Management/Resolution

**MFJS Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFJS 4050</td>
<td>Strategic Management-Communication Campaigns</td>
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<tr>
<td>MFJS 4300</td>
<td>Freedom of Expression Issues</td>
</tr>
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<td>MFJS 4310</td>
<td>New Media Law &amp; Regulation</td>
</tr>
<tr>
<td>MFJS 4650</td>
<td>International Communication</td>
</tr>
<tr>
<td>MFJS 4652</td>
<td>Culture, Gender, and Global Communication</td>
</tr>
<tr>
<td>MFJS 4653</td>
<td>Language, Power, and Globalization</td>
</tr>
<tr>
<td>MFJS 4912</td>
<td>Seminar in Mass Communication (Foundations in International and Intercultural Communication)</td>
</tr>
</tbody>
</table>

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Master of Arts in Media, Film and Journalism Studies

Students pursuing an MA in media, film and journalism studies can choose from two program options: the student-designed emphasis or the video emphasis.

Student-Designed Emphasis

This degree is a traditional research-oriented, 48 credits, two-year that offers a great deal of flexibility. Students develop a research topic for their thesis based on their particular interests in media and using the appropriate methodological tools studied during their first year of course work. After completing 24 credits in the program, students develop a thesis proposal for their research project. Once a student has defended her or his proposal in front of their thesis committee, the student then concentrates on researching and writing the thesis during the second year of graduate study in addition to taking classes. To complete this program successfully, a student must defend the thesis before his or her graduate thesis committee.
Degree requirements

Coursework requirements

Core coursework requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFJS 4160</td>
<td>Mass Communication Theory</td>
</tr>
<tr>
<td>MFJS 4250</td>
<td>Critical Studies of Film, TV, and Popular Culture</td>
</tr>
<tr>
<td>MFJS 4300</td>
<td>Freedom of Expression Issues</td>
</tr>
<tr>
<td>MFJS 4550</td>
<td>Media Effects &amp; Consequences</td>
</tr>
</tbody>
</table>

Research methods requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFJS 4260</td>
<td>Qualitative Research Methods</td>
</tr>
<tr>
<td>or MFJS 4560</td>
<td>Quantitative Research Methods</td>
</tr>
</tbody>
</table>

Electives

Complete additional coursework to reach minimum number of credits required for the degree. Maximum of 12 credit hours outside the department. Only one course can be 3000 level. Electives may not be taken at either the Women's College or University College.

Thesis

Student may take at least 1 but up to 8 credits depending on program plan worked out between student and thesis advisor.

Total Credits

48

Minimum number of credits required for degree: 48 credits

Non-Coursework Requirements:

- Thesis (including oral defense)

Video Production Emphasis

This program is designed for students who want to explore the world of video production and filmmaking. It is a two-year, 48-credit-hour degree program. Individuals do not need a background in video production to apply successfully for this program. The program focuses on building historical, theoretical and critical understanding to compliment technical and aesthetic abilities. Novice production students begin their first year learning foundational skills in pre-production, writing, cinematography, sound design and editing while more experienced students begin their graduate degree with more advanced production work through our Experimental Film and Video course in the fall. During the second and third quarters of the first year, both advanced and novice students begin the first of two genre specific advanced production capstone sequences, either in narrative or documentary filmmaking, in addition to other required and elective courses. These two-quarter capstone sequences are offered on alternative years. During the second year, all students work toward increased proficiency in advanced production courses as well as gain experience in an internship environment. The combined coursework allows students to gain proficiencies in researching, producing and distributing a documentary as well as writing, producing and distributing a short narrative project.

Degree requirements

Coursework requirements

Core coursework requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFJS 4160</td>
<td>Mass Communication Theory</td>
</tr>
<tr>
<td>MFJS 4470</td>
<td>Introduction to Field Production and Editing (beginning students only)</td>
</tr>
<tr>
<td>MFJS 4222</td>
<td>Experimental Theory and Production</td>
</tr>
<tr>
<td>MFJS 4250</td>
<td>Critical Studies of Film, TV, and Popular Culture</td>
</tr>
<tr>
<td>MFJS 4300</td>
<td>Freedom of Expression Issues</td>
</tr>
<tr>
<td>MFJS 4450</td>
<td>Scriptwriting</td>
</tr>
<tr>
<td>MFJS 4260</td>
<td>Qualitative Research Methods</td>
</tr>
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</table>

Documentary Sequence

Complete both of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFJS 4219</td>
<td>Documentary Film/Video Production I</td>
</tr>
<tr>
<td>MFJS 4221</td>
<td>Documentary Film/Video Production II</td>
</tr>
</tbody>
</table>

Narrative Sequence

Complete all of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFJS 4218</td>
<td>Narrative Film/Video Production I</td>
</tr>
<tr>
<td>MFJS 4220</td>
<td>Narrative Film/Video Production II</td>
</tr>
</tbody>
</table>
**Coursework requirements**

<table>
<thead>
<tr>
<th>Core coursework requirements</th>
<th>36</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete all of the following courses:</td>
<td></td>
</tr>
<tr>
<td>MFJS 4050</td>
<td>Strategic Management-Communication Campaigns</td>
</tr>
<tr>
<td>MFJS 4060</td>
<td>Strategic Messaging</td>
</tr>
<tr>
<td>MFJS 4070</td>
<td>Seminar in Public Relations</td>
</tr>
<tr>
<td>MFJS 4080</td>
<td>International and Intercultural Public Relations</td>
</tr>
<tr>
<td>MFJS 4160</td>
<td>Mass Communication Theory</td>
</tr>
<tr>
<td>MFJS 4300</td>
<td>Freedom of Expression Issues</td>
</tr>
<tr>
<td>MFJS 4550</td>
<td>Media Effects &amp; Consequences</td>
</tr>
<tr>
<td>MFJS 4560</td>
<td>Quantitative Research Methods</td>
</tr>
</tbody>
</table>

Select one of the following courses:

- MFJS 4320 | Brands and Identities |
- or MFJS 4912 | Seminar in Mass Communication |

<table>
<thead>
<tr>
<th>Internship</th>
<th>0-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFJS 4980</td>
<td>Internship</td>
</tr>
</tbody>
</table>

Note: Maximum 4 credits may count towards degree.

<table>
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<tr>
<th>Electives</th>
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</tr>
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<tbody>
<tr>
<td>Complete additional coursework to meet minimum number of credits required for the degree. Maximum of 8 credit hours, outside the department. Electives may not be taken at either the Women's College or University College.</td>
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<thead>
<tr>
<th>Total Credits</th>
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</thead>
</table>

**Minimum number of credits required for degree: 48 credits**

**Non-Coursework Requirements:**

- Thesis (including oral defense)

**Master of Science in Strategic Communication**

**Degree requirements**

**Coursework requirements**

<table>
<thead>
<tr>
<th>Core coursework requirements</th>
<th>36</th>
</tr>
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<tr>
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</tr>
<tr>
<td>MFJS 4560</td>
<td>Quantitative Research Methods</td>
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</tbody>
</table>

Select one of the following courses:

- MFJS 4320 | Brands and Identities |
- or MFJS 4912 | Seminar in Mass Communication |

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</table>

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>48</th>
</tr>
</thead>
</table>

**Minimum number of credits required for degree: 48 credits**

**Non-Coursework Requirements:**

- Thesis (including oral defense)

**Dual or Joint Degree Programs** Students may also choose various dual-degree program combinations including: MA in strategic communication/in video production, MA in media, film and journalism studies/JD (with the Sturm College of Law) Please contact the media, film and journalism studies department for information on these programs.

**Courses**

**MFJS 3120 Media Ethics (4 Credits)**

Analysis of problems affecting mass communications profession that result from interaction among governmental, legal, institutional and socioeconomic forces in mass communications systems. Senior standing required.
MFJS 3150 Activist Media: A Historical Overview 1960-Present (4 Credits)
Today’s alternative cultures use internet and mobile technologies to access and circulate mainstream information, but also to rapidly exchange information that exists outside mainstream media channels. Activist movements today with access to digital tools and networks are no longer dependent on newspapers and broadcast networks to represent them and to disseminate their messages. We are, however, just beginning to see how the proliferation of alternative networks of communication, and the content, practices, and identities they facilitate, interact with traditional political and business organizations, as well as with traditional media products and practices. This course focuses on media activism over the past half-century tied to various social movements with an emphasis on contemporary protest movements and their use of new and old media tools and strategies. Cross listed with EDPX 3725. MFJS 4725. Prerequisite: junior standing or permission of instructor. MFJS, SCOM, MDST, COMN, JOUR, MCOM, IIC, or DMST majors only.

MFJS 3160 Networked Journalism (4 Credits)
This course traces the shift that has taken place over the past 15 years from mass-mediated journalism to networked journalism, with emphasis on experiments in citizen and participatory news and on the changing relationship between journalists and their publics. It explores emergent communication technologies and practices and how they are changing the news media landscape. Prerequisite: junior standing or permission of instructor. MFJS, SCOM, MDST, COMN, JOUR, MCOM, IIC, or DMST majors only.

MFJS 3201 Digital Design and Editing (4 Credits)
Students explore publication design, learn techniques for creating effective layouts, and use page payout software to incorporate and manipulate text, photographs and illustrations. Prerequisite: MFJS 2140.

MFJS 3203 Women and Film (4 Credits)
This course explores the major intersections of the terms "women" and "film." It is concerned, for example, with the representation of women in film, both in the dominant Hollywood cinema and in alternative filmmaking practices (independent, experimental, documentary, and other national cinemas), with films by women and with women as cinema viewers or spectators. This course examines a variety of feminist approaches (historical, critical, theoretical) relevant to the subject matter. Lab fee. Cross listed with GWST 3203. Prerequisites: MFJS 200 or GWST 1112 or permission of instructor.

MFJS 3204 Film & Broadcast Documentary (4 Credits)
An historical study of documentary film and video, from the films of the Lumiere brothers to contemporary examples. Issues explored include: the nature of documentary and what distinguishes it from fiction, the development of documentary modes or styles, propaganda and ideology in documentary film, ethics, borderline forms that combine documentary and fiction, and documentary’s role in supporting established institutions and regimes and/or promoting social change. Lab fee required. Prerequisite: Permission of instructor.

MFJS 3205 International & Development Communication (4 Credits)
The course uses a variety of methods and approaches to inspire critical reflection about the complex relationship between communication, culture, media and globalization, (trans)national identity(ies) and development.

MFJS 3206 Film History I: Silent Cinema (4 Credits)
This course explores the international history of film, from the origins of cinema through the late silent period. We examine the ways in which important events such as massive immigration, the Progressive movement, colonialism, World War I, modernism, and the Bolshevik Revolution have altered the face of film history, and look at some of the most important cinematic movements of the period. We discuss film historiography and the special challenges posed by film historical research and writing. Lab fee required. Note: This course is writing-intensive. Prerequisite: Permission of the instructor.

MFJS 3208 Feature, Editorial, and Blog Writing (4 Credits)
Nature and functions of newspaper and magazine article writing and editing, with concentrated practice in these areas. Laboratory fee required. Prerequisite: MFJS 2140.

MFJS 3212 Film History II: Sound Cinema (4 Credits)
This course explores the international history of film, from the development of sound cinema through the post-World War II period, 1926-1960. We examine the ways in which important events such as the Great Depression, the rise of fascism, the Second World War, and the Cold War have altered the face of film history, and look at some of the most important cinematic movements of the period. We discuss film historiography and the special challenges posed by film historical research and writing. Lab fee required. Prerequisite: Permission of the instructor.

MFJS 3216 Film History III: Contemporary Cinema (4 Credits)
This course explores the history of film from 1960 to the present. We examine the ways in which important events such as the Cold War, struggles against colonialism, the Vietnam War, globalization, and the rise of religious fundamentalisms have altered the face of film history and look at some of the most important cinematic movements of the period. We discuss film historiography and the special challenges posed by film historical research and writing. Note: Lab fee required. This course is writing-intensive. Lab fee required. Prerequisite: Permission of the instructor.

MFJS 3224 Introduction to 16mm Film and HD Digital Cinematography (4 Credits)
This course focuses on the visual aspects of telling a cinematic Story. Students learn the basics of black and white cinematography using 16mm film cameras and/or the basics of color cinematography using high definition digital cameras. The class emphasizes silent storytelling, using lighting, art design and camera movement to develop character and theme. Students read from seminal film theorists about varying approaches to cinematography and write analyses of their own work. Lab fee required.
MFJS 3229 Video Editing is for Everybody (4 Credits)
The goal for this course is for students to have a basic working knowledge of editing using various media elements (video, audio, photos, music, graphics), developing proficiencies using different editing software, and applying a mixture of editing theories and techniques. This is a summer course only.

MFJS 3301 Culture Jamming (4 Credits)
Culture Jamming® describes a set of tactics that certain artists, activists, filmmakers, musicians and journalists use to subvert power structures through appropriation, re-use or re-contextualization of dominant media influences. Students study the cultural context of (to name just a few topics) graffiti art, musical mashups, the re-editing of film and video, flash mobs, media interventions, drop-lifting, and the critical graphic design and journalism of publications like Adbusters.

MFJS 3310 Advanced Newswriting & Reporting (4 Credits)
Application of investigative techniques to interpretive reporting in areas of contemporary social concern. Laboratory fee required. Prerequisite: MFJS 2140.

MFJS 3320 Screenwriting for TV & Film (4 Credits)
This course leads students through advanced scriptwriting formats based on instructor expertise. Lab fee required. Prerequisite: MFJS 2150.

MFJS 3330 Broadcast & Video Journalism (4 Credits)
Students in this course learn and practice the techniques used by broadcast journalists as they write, shoot and edit news packages for television. Laboratory fee required. Prerequisite: MFJS 2140.

MFJS 3501 Web 2.0 Design and Content Management (4 Credits)
This course covers the building and management of web pages. The course also covers creating sites using open source content management systems, preferably for applications related to the not-for-profit sector. Applicants must be comfortable integrating Web 2.0 content into sites. Laboratory fee required. MFJS, SCOM, MDST, COMN, MCOM, JOUR, or IIC majors only.

MFJS 3504 Advanced Multimedia Storytelling and Publishing (4 Credits)
In this course, students tap the reporting, writing, editing and multimedia production and editing skills and knowledge learned and practice in previous journalism studies classes and apply them to building from scratch, a own content management based multimedia web site. Laboratory fee required. Prerequisites: MFJS 2140, MFJS 2240 or MFJS 3215, and MFJS 3501.

MFJS 3600 Introduction to 3D Modeling (4 Credits)
This course will serve as an introduction to 3D modeling, texturing, and lighting on the computer. Students will complete a series of projects in which the processes of preparing and producing a 3D piece will be explored. Various strategies and techniques for creating detailed models to be used in animation and games will be examined. Additional attention will be spent on virtual camera techniques as well as the use of compositing in creating final pieces. Current trends in the field will be addressed through the analysis and discussion of current and historical examples. Prerequisites: MFJS 2110, DMST 2100, DMST 4100 or permission of instructor. Cross-listed with DMST 3600, DMST 3630, EDPX 3600, EDPX 4600, MCOM 3600, MFJS 3630. MFJS, SCOM, MDST, MCOM, IIC, JOUR, COMN and DMST majors only.

MFJS 3852 Advanced Design, Layout, and Editing (4 Credits)
This course teaches students advanced layout and design for media publications using contemporary software applications for journalists and public relations professionals.

MFJS 3900 Topics in Mass Communications (1-4 Credits)

MFJS 4050 Strategic Management-Communication Campaigns (4 Credits)
Focuses on understanding and implementing public communication campaigns. Central to the course is the exploration of the theoretical social science framework underlying communicmation campaigns and examination of the ways theories are used to define and explain communmication problems and to plan and evaluate campaigns.

MFJS 4060 Strategic Messaging (4 Credits)
Continues the focus on learning and applying public relations techniques, emphasizing media relations and media writing. Students develop the ability to formulate and evaluate appropriate communication objectives, strategies, and tactics in response to real-world public relations problems, paying attention to ethical considerations. Students produce a portfolio of written public relations materials. Prerequisite MFJS 4050 ir instructor permission.

MFJS 4070 Seminar in Public Relations (4 Credits)
Through a combination of course readings, case study analyses and guest speakers, students will observe and learn about the practice of public relations in the health and nonprofit sectors. Students will also learn about the goals, challenges and opportunities specific to these sectors. Prerequisite: MCOM/MFJS 4060 or permission of instructor.

MFJS 4080 International and Intercultural Public Relations (4 Credits)
Explores aspects of international and intercultural public relations, including intercultural communications issues, international media issues, international corporate PR, cross-cultural and diversity training, international media relations, and international public relations of governments. The class focuses on relevant theories and issues, rather than on techniques. Prerequisite MFJS 4050 or permission of instructor.

MFJS 4140 Issues in Mass Communication History (4 Credits)
This course examines historically the interplay of economic, social, political and cultural aspects of communications technologies, media production and media institutions. The course deals primarily with American media history; some attention will be paid to media history in other countries.
MFJS 4160 Mass Communication Theory (4 Credits)
Surveys a number of theoretical approaches to the study of media and mass communication, paying attention to the historical context in which they arise. Students explore the relationships among media technologies, institutions, content, and audiences as well as their impacts on culture and society. The class prepares students to formulate theoretically grounded research questions within the field of media and mass communication.

MFJS 4200 Topics in Mass Communications (4 Credits)

MFJS 4218 Narrative Film/Video Production I (4 Credits)
This is the first of a two-course capstone sequence focused on the filmmaking process and the completion of a short narrative film. Using an intensive workshop method, the class examines the scriptwriting and pre-production processes, and students finish the quarter with a completed pre-production notebook that includes a shooting script, a producer analysis, a script breakdown, production boards, casting decisions, location scouting reports and a shooting schedule. Likewise, through readings, discussions and screenings, the course is designed to expose students to the larger world of narrative filmmaking. Lab fee required. Cross-listed with MFJS 3218. Prerequisites: MFJS 4450 and MFJS 4470 or permission of the instructor.

MFJS 4219 Documentary Film/Video Production I (4 Credits)
This is the first of a two-course capstone sequence focused on the filmmaking process and the completion of a short documentary film. This course focuses on historical modes and styles of documentary, ethics, and documentary pre-production. Students pitch films, form filmmaking teams and research and write a proposal for their films. Reflective writing about process and outcome anchors student learning. Lab fee required. Cross-listed with MFJS 3219. Prerequisites: MFJS 4470 or permission of instructor.

MFJS 4220 Narrative Film/Video Production II (4 Credits)
This is the second of a two-course capstone sequence focused on the filmmaking process and the completion of a short narrative film. The class uses an intensive workshop method to hone work on films pre-produced in Narrative Film/Video I. Specifically, students focus on shooting, directing, editing and sound development for their short narrative film. Lab fee required. Prerequisites: MFJS 4450, MFJS 4470, and MFJS 4218.

MFJS 4221 Documentary Film/Video Production II (4 Credits)
This is the second of a two-course capstone sequence focused on the filmmaking process and the completion of a short documentary film. The course focuses on documentary structure, production and post-production. Additionally, using an intensive workshop style, students critique their own and each other's work. Reflective writing about process and outcome anchors student learning. Lab fee required. Prerequisites: MFJS 4470 and MFJS 4219.

MFJS 4222 Experimental Theory and Production (4 Credits)
This course is an historical, critical overview of experimental film/video movements; training in experimental projection techniques; production of own experimental projects. Lab fee required. Cross listed with MFJS 3222. Prerequisite: MFJS 4470 or permission of instructor.

MFJS 4223 Advanced Editing (4 Credits)
Building on the basic non-linear editing skills gained in Introduction to Field Production and Editing, this course focuses on advanced editing techniques including image and sound manipulation that utilize rhythmic, graphic, metaphorical, temporal and spatial approaches. In addition, the class addresses advanced sound sweetening and image color correction. Students read from seminal film theorists about varying approaches to editing and write analyses of their own work. Lab fee required. Cross listed with MFJS 3223. Prerequisite: MFJS 4470 or permission of instructor.

MFJS 4229 Video Editing is for Everybody (4 Credits)
Video has become ubiquitous. Whether on YouTube, Hulu, television or a friend's Facebook page, people are exposed to thousands of edited videos every year. From business to anthropology, chemistry to journalism, students in every discipline want to create videos to enhance class projects, aide business plans, promote good works, accompany science processes and create lasting memories. This course is designed to provide students with a basic understanding of television and film editing. When completing this course, the goal is for students to have a basic working knowledge of editing using various media elements (video, audio, photos, music, graphics), editing software and applying a mixture of editing theories and techniques (continuity and montage style editing). There are no prerequisites for this course.

MFJS 4250 Critical Studies of Film, TV, and Popular Culture (4 Credits)
This graduate seminar introduces students to the major theories of culture and to various critical approaches to film, television and popular literature including semiotics, genre theory and ideological analysis. Prerequisite: MFJS 4160.

MFJS 4260 Qualitative Research Methods (4 Credits)
Surveys interpretive critical theories and methods, which may include participant observation, ethnography, textual analysis, reception or audience studies, historiography, semiotics, and feminist studies. The class also prepares students to write a thesis proposal. Prerequisite MFJS 4250 or permission of instructor.

MFJS 4300 Freedom of Expression Issues (4 Credits)
Historical development of First Amendment freedoms, various theories/philosophies that underlie constitutional free expression guarantees; Judicial interpretations of scope of First Amendment as related to political, corporate, commercial expressions.

MFJS 4310 New Media Law & Regulation (4 Credits)
Examination of current conflicts in mass communications law. Particular emphasis is given the legal problems of communications technologies. Topics may include libel, privacy, obscenity, news gathering, copyright, media ownership and comparative approaches to media law. The course provides insight into how the legal process works and an understanding of the principles and philosophies that underlie the restraints on new communication technologies.
MFJS 4320 Brands and Identities (4 Credits)
Reviews theories and cases of the role and meaning of brands in a consumer society, with a particular emphasis on understanding how brands are implicated in the construction and presentation of personal and group identities. The course combines insights from marketing, social psychology, and cultural studies to explore the importance of brands for both consumers and practitioners. Students master core branding concepts and use them to critically analyze salient social and cultural issues.

MFJS 4450 Scriptwriting (4 Credits)
Utilizing film and written texts, this course examines the fundamentals of narrative scriptwriting. Students produce a short narrative script (10-15 pages) while learning about the various processes involved in this art form. Cross listed with MFJS 2150. Lab fee required.

MFJS 4470 Introduction to Field Production and Editing (4 Credits)
This course focuses on the complete production process: pre-production (planning), production (lighting, shooting and sound gathering) and post-production (editing). The goal of the course is for students to gain a basic understanding of the process involved in producing a field-based production, the skills necessary to complete it and the critical understanding behind all decision. Lab fee required. Cross listed with MFJS 3215.

MFJS 4501 Web Building & Site Management (4 Credits)
An introduction to the fundamental concepts of Web site development and management, including HTML, DHTML, graphical Web-building tools (Macromedia DreamWeaver and others), multilevel site planning and construction, navigation schemes, basic interactivity (via Javascript and CGI), information organization, Web site management and delivery of basic multimedia content.

MFJS 4540 Attitude Change & Persuasion (4 Credits)
A review of the major theories of persuasion, and analysis of their application in public communication campaigns.

MFJS 4550 Media Effects & Consequences (4 Credits)
Examines the psychological effects and sociological consequences of mass communications. The course combines theoretical perspectives from social science inquiry that seek to explain how audiences use the mass media and the effects which media have on audiences. Emphasis is placed upon areas of inquiry which have a bearing on mass communications policy. Prerequisite MFJS 4160.

MFJS 4560 Quantitative Research Methods (4 Credits)
Development/application of specific social sciences research techniques to study mass communication, emphasis on survey research strategies. Prerequisite: MFJS 4550 or permission of instructor.

MFJS 4650 International Communication (4 Credits)
Major theories concerning international communication flows, the impact of globalization and global media, issues of new communication technologies, the rhetoric and media framing of global politics and culture; international marketing and public relations; and national and cultural sovereignty issues related to communication. Prerequisite: instructor's permission.

MFJS 4651 Development Communication (4 Credits)
An overview of major theories in development communication concerning past, present, and future roles of media in economic/cultural development around world. Prerequisite: MFJS 4160 or permission by instructor.

MFJS 4652 Culture, Gender, and Global Communication (4 Credits)
Explore the ways in which culture, gender, and communication intersect and shape a variety of issues from an international and intercultural perspective, including sexuality and gender identity, indigenous and immigration rights, women's rights, and human rights. Using a global feminist perspective, the class examines paradigm shifts in creating social change through social and political movements. Cross listed with MFJS 3652.

MFJS 4653 Language, Power, and Globalization (4 Credits)
This course focuses on scholarly and political debates surrounding the social nature of language, language and (inter)national and individual identity, language policy, multilingualism and linguistic diversity, language and globalization, language and media and communication technologies, and, finally, the future of the global language landscape.

MFJS 4912 Seminar in Mass Communication (1-5 Credits)

MFJS 4980 Internship (1-10 Credits)
Arrange with internship director to complete internship with Denver-area media organization. Prerequisite: varies; consult internship director.

MFJS 4991 Independent Study (1-10 Credits)

MFJS 4992 Directed Study (1-10 Credits)

MFJS 4995 Independent Research (1-10 Credits)

Psychology

Office: Frontier Hall
Mail Code: 2155 S. Race St., Denver, CO 80208
Phone: 303-871-2478
Email:
Web Site: http://www.du.edu/psychology
The Psychology PhD program in the department of psychology is oriented toward training qualified students to pursue careers in research, teaching and professional practice. Concentrations include: Affective/Social Psychology, Clinical Psychology, Cognitive Psychology, and Developmental Psychology. We also offer a specialization in Developmental Cognitive Neuroscience (DCN).

Doctor of Philosophy in Psychology with a concentration in Affective/Social Psychology

The graduate program in Affective/Social Psychology focuses on the intricacies of human emotional and social processes from neuroscience and social perspectives.

Doctor of Philosophy in Psychology with a concentration in Clinical Psychology

The graduate program in Clinical Psychology focuses on conducting scientific research on child psychopathology and its many contributing environmental and social factors.

Doctor of Philosophy in Psychology with a concentration in Cognitive Psychology

The graduate program in Cognitive Psychology focuses on how the mind works in areas such as memory, executive functions, reading and language processes, and unconscious cognition.

Doctor of Philosophy in Psychology with a concentration in Developmental Psychology

The graduate program in Developmental Psychology focuses on human developmental processes—including biological, cultural, social and psychophysiological factors.

Developmental Cognitive Neuroscience

The specialization in Developmental Cognitive Neuroscience is open to students in any of the graduate programs and offers a developmental approach to the neuroscience underlying specific content areas with study of genetics, imaging, network models and behavior of both typical and abnormal populations.

Admission requirements for all Doctor of Philosophy in Psychology Concentrations

Apply Online / Application Deadlines

- Applications for graduate study in Psychology at the University of Denver must be submitted online (https://du-grad.edu.185r.net/application).
- All online materials must be submitted, and all supplemental materials must be postmarked, by the program’s stated deadline: December 1, for the fall quarter.
- A $65 non-refundable application fee is required for an application to be processed. Application fee waivers are available for McNair Scholars.

Course and Degree Prerequisites and Requirements

- Proof of a bachelor’s, and, if applicable, a master’s degree is required from a regionally accredited college or university.

Transcripts

- Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school.
- The applicant is responsible for obtaining all transcripts. DU students and alumni do not need to provide DU transcripts. Applicants who have earned a degree outside the U.S. must submit transcripts accompanied by certified English translations, if not normally issued in English.
- Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission. This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early. Applicants educated outside the U.S. are encouraged to contact the Office of Graduate Studies for assistance regarding transcript-related materials.
- The University of Denver will consider electronic transcripts official from a domestic institution provided by the following approved agencies: Army/American Council on Education Registry Transcript System (AARTS); Docufide/Parchment; National Student Clearinghouse; Naviance; Royall and Company; and, Scrip-Safe.

Test Scores

- The Graduate Record Examination (GRE) is required. Scores must be received directly from the appropriate testing agency by the program’s stated deadline. The institution code for the University of Denver is 4842.
Language Proficiency

- Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date. The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842. The minimum IELTS score accepted by the University is 6.0. Graduate Teaching Assistants (GTAs) must demonstrate fluency in spoken English by scoring a 26 on the TOEFL speaking section or 8.0 on the IELTS speaking section. Please see the Graduate Policy Manual for complete English language proficiency requirements.

- Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS requirement but not from other standardized graduate entrance examinations.

Biographical Statement

- Applicants are required to submit a 2–3 page biographical statement specifying research interests, research background, and proposed faculty mentor(s). The statement should be submitted via upload through the online application process.

Recommendation Letters

- Three letters of recommendation are required and should emphasize research potential or promise. These letters should be solicited and uploaded by recommenders through the online application system. Letters must be received by the program’s stated deadline.

Financial Support

- To be considered for financial support, domestic applicants should apply early and submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline, February 15.

- Information about financial aid can be found on the Office of Financial Aid website. International students are not eligible for federal financial aid.

- The department provides full tuition waivers for the 120 hours required for the Ph.D. and stipend support for at least four years. Additional support may be available during the summer months for teaching or research assistantships. In addition to tuition and stipend support, the department makes available, on a competitive basis, funds for both research and travel to professional meetings.

Application Status

- We encourage you to be actively engaged in the admission process. You can check your application status online.

Mailing Address

- Mail official transcripts and any supplemental admission materials not submitted with the online application to:
  
  University of Denver
  Office of Graduate Studies
  Mary Reed Building, Room 5
  2199 S. University Blvd.
  Denver, CO 80208-4802

International Applicants

- For complete international applicant information, please visit the Office of Graduate Studies International Student Application Information. International applicants must apply by December 1.

Doctor of Philosophy in Psychology with a Concentration in Affective/ Social Psychology

Students earn a master’s degree on their way toward obtaining the PhD; however, students are not required to obtain an official master’s degree. All students are required to fulfill the requirements for the master’s degree, regardless of whether or not they apply for graduation for an official master’s degree. Completion of master’s degree requirements is required in order to be advanced to preliminary doctoral candidacy.

Degree requirements

Coursework requirements

I. Master’s degree requirements

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>PSYC 4920</td>
<td>Ethics-Psych &amp; Rsrch Practice</td>
</tr>
</tbody>
</table>

Note: PSYC 4920 is required for terminal master’s degrees.
PSYC 4295 Research Design & Inference (Research Design & Inference)
PSYC 4300 Correlation and Regression
PSYC 4330 Analysis of Variance

To earn an official master's degree, complete at least 35 credits of the 45 minimum number of credits in content coursework which excludes Independent Study and Independent Research credits.

**Total credits for master's degree**

<table>
<thead>
<tr>
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<tbody>
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<td>PSYC 4330</td>
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<td></td>
</tr>
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</table>

**II. PhD requirements**

**Core coursework requirements**

Complete one course from four of the five categories (Cognitive Psychology, Neuroscience, Social/Personality/Emotions, Developmental Psychology, and Psychopathology)

**A. Cognitive Psychology**

- PSYC 4002 Prosem in Memory and Cognition 5
- PSYC 4249 Prosem in Reading and Language 5

Note: Cognitive students must complete both of the courses

**B. Neuroscience**

- PSYC 4526 Prosem in Cog Neuroscience 5
- PSYC 4525 Prosem in Develop Neuropsych 5
- PSYC 4262 Affective Neuroscience 5

Note: DCN students are required to take Cognitive Neuroscience and at least 1 other Neuroscience Prosem

**C. Social/Personality/Emotions**

- PSYC 4011 Proseminar in Emotion 5
- PSYC 4021 Prosem in Social Psychology 5
- PSYC 4020 Proseminar in Personality 5

Note: Affective/ Social students must take both the Social and the Emotion Proseminars

Note: Clinical Child students must take the PSYC 4021 Proseminar in Social Psychology

**D. Developmental Psychology**

- PSYC 4031 Developmental Proseminar: Cognition & Perception 5
- PSYC 4032 Developmental Proseminar: Social-Emotional 5
- PSYC 4033 Devel Proseminar: Biological 5

Note: Developmental Students are required to complete all 3

**E. Psychopathology**

- PSYC 4512 Prosem in Psychopathology 5
- PSYC 4565 Systems of Psychotherapy 5

Note: Clinical Students are required to complete both courses.

**Ethics**

Complete the following course:

- PSYC 4920 Ethics-Psych & Rsrch Practice

**Tool requirement**

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</tbody>
</table>

**Minimum number of credits required for the degree: 120**

**Non-coursework requirements:**

- Master's research paper or Master's thesis
- Teaching
- Conceptual Analysis of Dissertation Area (CADA) paper
- Dissertation Prospectus and Prospectus Meeting
- Dissertation and Oral Defense
Additional Course Requirements:

- Specialty Seminars
- Research Tool Requirement (10 hours required)

Doctor of Philosophy in Psychology with a Concentration in Cognitive Psychology

Students earn a master’s degree on their way toward obtaining the PhD; however, students are not required to obtain an official master’s degree. All students are required to fulfill the requirements for the master’s degree, regardless of whether or not they apply for graduation for an official master’s degree. Completion of master’s degree requirements is required in order to be advanced to preliminary doctoral candidacy.

Degree requirements

I. Master’s degree requirements

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Note: PSYC 4920 is required for terminal master's degrees

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</table>

To earn an official master's degree, complete at least 35 credits of the 45 minimum number of credits in content coursework which excludes Independent Study and Independent Research credits.

Total credits for master's degree 45

II. PhD requirements

Core coursework requirements

Complete one course from four of the five categories (Cognitive Psychology, Neuroscience, Social/Personality/Emotions, Developmental Psychology, and Psychopathology)

A. Cognitive Psychology

<table>
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<tr>
<td>PSYC 4002</td>
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</table>

Note: Cognitive students must complete both of the courses

B. Neuroscience

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<tr>
<td>PSYC 4526</td>
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<td>PSYC 4262</td>
<td>Affective Neuroscience</td>
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</tbody>
</table>

Note: DCN students are required to take Cognitive Neuroscience and at least 1 other Neuroscience Prosem

C. Social/Personality/Emotions

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<th>Course</th>
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<tr>
<td>PSYC 4011</td>
<td>Proseminar in Emotion</td>
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<tr>
<td>PSYC 4021</td>
<td>Prosem in Social Psychology</td>
</tr>
<tr>
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<td>Proseminar in Personality</td>
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Note: Affective/ Social students must take both the Social and the Emotion Proseminars

Note: Clinical Child students must take the PSYC 4021 Proseminar in Social Psychology

D. Developmental Psychology

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<th>Title</th>
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<tbody>
<tr>
<td>PSYC 4031</td>
<td>Developmental Proseminar: Cognition &amp; Perception</td>
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<tr>
<td>PSYC 4032</td>
<td>Developmental Proseminar: Social-Emotional</td>
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<td>PSYC 4033</td>
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Note: Developmental Students are required to complete all 3

E. Psychopathology

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<tr>
<td>PSYC 4512</td>
<td>Prosem in Psychopathology</td>
</tr>
<tr>
<td>PSYC 4565</td>
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Note: Clinical Students are required to complete both courses.

Ethics

Complete the following course:

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### Minimum number of credits required for the degree: 120

**Additional Course Requirements:**

- Specialty Seminars
- Research Tool Requirement (10 hours required)

**Non-coursework Requirements**

- Master’s research paper or Master’s thesis
- Teaching
- Comprehensive Exam
- Dissertation Prospectus and Prospectus Meeting
- Dissertation and Oral Defense

### Doctor of Philosophy in Psychology with a Concentration in Clinical Psychology

#### Core Coursework Requirements

Students earn a master’s degree on their way toward obtaining the PhD; however, students are not required to obtain an official master’s degree. All students are required to fulfill the requirements for the master’s degree, regardless of whether or not they apply for graduation for an official master’s degree. Completion of master’s degree requirements is required in order to be advanced to preliminary doctoral candidacy.

**I. Master’s degree requirements**

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To earn an official master's degree, complete at least 35 credits of the 45 minimum number of credits in content coursework which excludes Independent Study and Independent Research credits.

**Total credits for master’s degree**: 45

**II. PhD requirements**

#### Core coursework requirements

Complete one course from four of the five categories (Cognitive Psychology, Neuroscience, Social/Personality/Emotions, Developmental Psychology, and Psychopathology)

**A. Cognitive Psychology**

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Note: Cognitive students must complete both of the courses

**B. Neuroscience**

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Note: DCN students are required to take Cognitive Neuroscience and at least 1 other Neuroscience Prosem

**C. Social/Personality/Emotions**

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Note: Affective/ Social students must take both the Social and the Emotion Proseminars

Note: Clinical Child students must take the PSYC 4021 Proseminar in Social Psychology

**D. Developmental Psychology**

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Note: Developmental Students are required to complete all 3.

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<tr>
<td>PSYC 4512</td>
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<td>5</td>
</tr>
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</table>

Note: Clinical Students are required to complete both courses.

### Ethics

<table>
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<tbody>
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<td>PSYC 4920</td>
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### Multicultural Competency

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<tbody>
<tr>
<td>PSYC 4571</td>
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### Clinical Assessment

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<td>PSYC 4411</td>
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</tr>
<tr>
<td>PSYC 4413</td>
<td>Child Assessment-Personality</td>
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</tbody>
</table>

### Tool requirement

10

### Total Credits

120

**Minimum number of credits required for degree: 120**

**Additional Course Requirements:**

**Research Tool Requirement (10 hours required)**

**Non-coursework Requirements**

- Master's research paper or Master's thesis
- Dissertation Prospectus and Prospectus Meeting
- Dissertation and Oral Defense
- Research Training
- Clinical Competencies
- Clinical Training
  - Clinical Practicum
  - Successful Completion of an Externship
  - Successful Completion of an APA approved internship

**Doctor of Philosophy in Psychology with a Concentration in Developmental Psychology**

**Core Coursework Requirements**

Students earn a master’s degree on their way toward obtaining the PhD; however, students are not required to obtain an official master’s degree. All students are required to fulfill the requirements for the master’s degree, regardless of whether or not they apply for graduation for an official master’s degree. Completion of master’s degree requirements is required in order to be advanced to preliminary doctoral candidacy.

**I. Master's degree requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 4920</td>
<td>Ethics-Psych &amp; Rsrch Practice</td>
<td></td>
</tr>
</tbody>
</table>

Note: PSYC 4920 is required for terminal master's degrees

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 4295</td>
<td>Research Design &amp; Inference (Research Design &amp; Inference)</td>
<td></td>
</tr>
<tr>
<td>PSYC 4300</td>
<td>Correlation and Regression</td>
<td></td>
</tr>
<tr>
<td>PSYC 4330</td>
<td>Analysis of Variance</td>
<td></td>
</tr>
</tbody>
</table>

To earn an official master's degree, complete at least 35 credits of the 45 minimum number of credits in content coursework which excludes Independent Study and Independent Research credits.

**Total credits for master's degree**

45
II. PhD requirements

Core coursework requirements
Complete one course from four of the five categories (Cognitive Psychology, Neuroscience, Social/Personality/Emotions, Developmental Psychology, and Psychopathology)

<table>
<thead>
<tr>
<th>Area</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Cognitive Psychology</td>
<td>PSYC 4002</td>
<td>Prosem in Memory and Cognition</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>PSYC 4249</td>
<td>Prosem in Reading and Language</td>
<td>5</td>
</tr>
<tr>
<td>Note: Cognitive students must complete both of the courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Neuroscience</td>
<td>PSYC 4526</td>
<td>Prosem in Cog Neuroscience</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>PSYC 4525</td>
<td>Prosem in Develop Neuropsych</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>PSYC 4262</td>
<td>Affective Neuroscience</td>
<td>5</td>
</tr>
<tr>
<td>Note: DCN students are required to take Cognitive Neuroscience and at least 1 other Neuroscience Prosem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Social/Personality/Emotions</td>
<td>PSYC 4011</td>
<td>Proseminar in Emotion</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>PSYC 4021</td>
<td>Prosem in Social Psychology</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>PSYC 4020</td>
<td>Proseminar in Personality</td>
<td>5</td>
</tr>
<tr>
<td>Note: Affective/ Social students must take both the Social and the Emotion Proseminars</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note: Clinical Child students must take the PSYC 4021 Proseminar in Social Psychology</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>D. Developmental Psychology</td>
<td>PSYC 4031</td>
<td>Developmental Proseminar: Cognition &amp; Perception</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>PSYC 4032</td>
<td>Developmental Proseminar: Social-Emotional</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>PSYC 4033</td>
<td>Devel Proseminar: Biological</td>
<td>5</td>
</tr>
<tr>
<td>Note: Developmental Students are required to complete all 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Psychopathology</td>
<td>PSYC 4512</td>
<td>Prosem in Psychopathology</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>PSYC 4565</td>
<td>Systems of Psychotherapy</td>
<td>5</td>
</tr>
<tr>
<td>Note: Clinical Students are required to complete both courses.</td>
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</tbody>
</table>

Ethics
Complete the following course:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 4920</td>
<td>Ethics-Psych &amp; Rsrch Practice</td>
<td>2</td>
</tr>
</tbody>
</table>

Tool requirement

Total Credits

Minimum number of credits required for degree: 120

Non-coursework Requirements

- First-Year Project or Paper
- Master's research paper or Master's thesis
- Developmental Comprehensive Exams
- Presentation Requirement
- Teaching
- Dissertation Prospectus and Prospectus Meeting
- Dissertation and Oral Defense

Specialization: Development Cognitive Neuroscience Requirements

Requirements

The following requirements for the DCN program are in addition to the student's area requirements. The DCN minor mainly affects how students meet Core and Tool requirements. DCN students in each of the four Areas of the Department have additional Core requirements to meet (see DCN Status Sheet). It also affects Advanced Clinical requirements for Clinical DCN students and elective requirements for non-clinical DCN Students (see below). The Neuroscience methods courses listed fulfill the student's Tool Requirement; students are not required to fulfill their area's tool requirements.
Any entering student in DCN must demonstrate competency in basic neurobiology (i.e. have taken an undergraduate class in physiological psychology, basic neurobiology, etc.). Otherwise, they need to take Introduction to Neurobiology in the Biology Department.

1. Four required Core Courses (these also count toward Area Core requirements).
   a. One Cognitive Area Proseminar
   b. Two Neuroscience Core classes: Proseminar in Cognitive Neuroscience is required for everyone and the second can be either Developmental Neuropsychology or Affective Neuroscience.
   c. Developmental Proseminar or Biological Processes in Development or Cognition/Perception (if Biological Processes is not offered).

2. Required Neuroscience methods classes (counts for department Tool Requirement). Two of the following courses (each of which focuses on different neuroscience methods):
   a. Imaging Cognition
   b. Stress and Health
   c. Neural Network Models
   d. Genetics (available at IBG at CU Boulder; check with Developmental Cognitive Neuroscience Area Head about how to enroll.)

3. Other Required Courses/Experiences
   - For Developmental DCN students, either a Cognitive or Affective/Social elective.
   - For Cognitive DCN students, either a Developmental or Affective/Social elective.
   - For Affective/Social DCN students, either a Developmental or Cognitive elective.
   - For Clinical DCN students, one year of Developmental Neuropsychology Clinic.

Courses

PSYC 3020 Adolescence (4 Credits)
Development, behavior, special problems, and characteristics of early and late adolescence. Prerequisite: PSYC 2050.

PSYC 3029 Imaging the Mind (4 Credits)
Imaging Cognition is an introductory course to the basic theory and data analysis techniques used in functional magnetic resonance imaging (fMRI). It will cover basic brain anatomy, the basic physics of MRI, experimental design, data processing and the issues associated with data processing, and interpretation of fMRI data. Students in this course will receive hands-on experience in processing a data set from start to finish. They will apply different image preprocessing techniques, statistical design parameters, and statistical models to determine how these factors influence the outcome of the data and how these factors influence the interpretation of that data. In this manner, each student will be exposed individually to the decision issues and interpretation pitfalls involved in fMRI data analysis. In class, students will use the smart-to- the-seat classroom. Cross listed with PSYC 4255. Prerequisites: by permission of instructor only; must have PSYC 2130 or PSYC 2031.

PSYC 3032 Introduction to Neural Networks (4 Credits)
Introduction to basic principles and computational methods in artificial neural network modeling; neural models of cognitive and psychological processes examined and evaluated. Cross listed with PSYC 4254. Prerequisite: instructor's permission.

PSYC 3033 Seminar: Cognitive Neuroscience (2 Credits)
This seminar is for students in the cognitive neuroscience program. The goal of the seminar is to provide an opportunity for junior- and senior-level cognitive neuroscience majors to apply the knowledge and skills they have acquired in other courses to current cutting-edge topics in the field. Prerequisite: cognitive neuroscience concentration.

PSYC 3050 Research Methods (4 Credits)
Survey of research methods and research designs in psychology used to study behavior. Required for all students, especially those planning graduate work in psychology. Prerequisites: PSYC 1001 and PSYC 2300.

PSYC 3090 Infancy and Early Childhood (4 Credits)
The objective of this course is to introduce the study of early development focusing on the prenatal and infant periods. This course considers the exciting changes that take place during pregnancy for both mom and fetus. This course considers biological, cognitive, social, and physical development. This course is part of the field of Developmental Science. The prominent theories and research in the field are considered. Questions developmental psychologists currently and historically study and the research they conduct to help answer these questions are explored. Prerequisite: PSYC 1001 or equivalent and PSYC 2070 or PSYC 2050 or PSYC 2051.

PSYC 3150 Senior Honors Research Seminar (1-5 Credits)
In conjunction with senior research thesis. Prerequisites: PSYC 2750, PSYC 2751 and PSYC 2752.

PSYC 3151 Senior Honors Research Seminar (1-5 Credits)
In conjunction with senior research thesis. Prerequisites: PSYC 2750, PSYC 2751 and PSYC 2752.

PSYC 3152 Senior Honors Research Seminar (1-5 Credits)
In conjunction with senior research thesis. Prerequisites: PSYC 2750, PSYC 2751 and PSYC 2752.
PSYC 3350 Cultural Psychology (4 Credits)
This seminar examines how people’s sociocultural context shapes their thoughts, feelings, and behaviors. To approach this question, we read and discuss classic as well as recent theoretical and empirical articles from the field of cultural psychology. Topics include defining culture; dimensions of cultural variation; culture-biology interactions; methodological considerations; cultural influences on cognition, emotion, the self, moral judgment, and health; cultural neuroscience; cultural approaches to race and ethnicity; and mechanisms of cultural influence. Throughout, this course emphasizes sociocultural diversity in psychological processes. Students are encouraged to develop empirically tractable ways of asking and answering questions relating to cultural psychology and to apply concepts of cultural psychology to their own research.

PSYC 3440 Gender and Society (4 Credits)

PSYC 3666 Brain Development & Cognition (4 Credits)
Examines what the brain tells us about development and what development tells us about the brain. Topics include subcortical and cortical developments to the acquisition of language and drawing. Prerequisites: PSYC 2050 or PSYC 3031 or BIOL 3640 and 15 quarter hours in psychology, junior or senior standing.

PSYC 3701 Topics in Psychology (1-4 Credits)

PSYC 3702 Psychology of Sexual Minorities (4 Credits)
This class is a thorough review of the state of the development, psychological and other social science knowledge of gay, lesbian, bisexual, transgendered, and other sexual minority individuals. The course will employ a developmental approach in examining the lives of GLBT persons, their special needs, concerns, and vulnerabilities. Topics explored will include the psychology of sexual orientation identity, homophobia, heterosexism, and hate crimes, GLBT adolescents, romantic relationships, couples, parenting, and families. Prerequisite: PSYC 1001.

PSYC 3760 Field Experiences in Psychology (1-2 Credits)
Students meet weekly with professor and complete an unpaid internship at a community organization. Prerequisites: PSYC 1001 or equivalent, PSYC 2500 or equivalent, 21 years old by October 1, psychology major, and permission of instructor. Corequisite: PSYC 3759.

PSYC 3761 Field Experiences in Psychology (3-5 Credits)
Students meet weekly with professor and complete an unpaid internship at a community organization. This class has a service learning component. Prerequisites: PSYC 1001 or equivalent, PSYC 2500 or equivalent, PSYC 3760, PSYC 3759, 21 years old by October 1, psychology major, and permission of instructor.

PSYC 3762 Field Experiences in Psychology (1-5 Credits)
Students meet weekly with professor and complete an unpaid internship at a community organization. This class has a service learning component. Prerequisites: PSYC 1001 or equivalent, PSYC 2500 or equivalent, PSYC 3760, PSYC 3759, PSYC 3761, 21 years old by October 1, psychology major, and permission of instructor.

PSYC 3991 Independent Study (1-10 Credits)
Maximum of 5 hours per quarter not to exceed a total of 10 quarter hours.

PSYC 3992 Directed Study (1-10 Credits)

PSYC 3999 Psychology Senior Assessment (0 Credits)
This course involves a required assessment of graduating psychology majors’ knowledge of the discipline based on coursework taken one quarter prior to graduation. Prerequisites: at least any five of the following courses required for the major: PSYC 1001 or equivalent, PSYC 2300, 3050 or 2751-2752, PSYC 2500 or 2510 or 2520 or 2530, PSYC 2600 or 2040 or 3030, PSYC 2050 or PSYC 2055; PSYC 2031 or 2130, PSYC 2031 or 2150 or at least 163 total credit hours or at least 30 credits of psychology hours.

PSYC 4002 Prosem in Memory and Cognition (5 Credits)
Theory/research on thinking, problem solving, language, creative thought, other aspects of knowing process.

PSYC 4011 Proseminar in Emotion (5 Credits)
Social/physiological aspects of emotions, including motivation, physiological processes, basic emotions, cognitive appraisal, cross-cultural issues, empathy, effects of emotions.

PSYC 4020 Proseminar in Personality (5 Credits)
Personality structure/dynamics, theory and findings, interrelationships between personality and socio-cultural determinants of behavior.

PSYC 4021 Prosem in Social Psychology (5 Credits)
Major theoretical issues and empirical research in social psychology; topics include cultural, social structure, cognitive consistency, social neuroscience, social cognition, person perception, the self, social influence, attitudes, relationships, emotion, coping.

PSYC 4031 Developmental Proseminar: Cognition & Perception (5 Credits)
Problems/theories in developmental psychology including Piagetian theory, language, emotional, perceptual, personality development, learning, biological bases of behavior, genetic influences.

PSYC 4032 Developmental Proseminar: Social-Emotional (5 Credits)
Problems/theories in developmental psychology including Piagetian theory, language, emotional, perceptual, personality development, learning, biological bases of behavior, genetic influences.
PSYC 4033 Devel Proseminar: Biological (5 Credits)
This course provides an overview of major biological processes during development and their effects on physical, cognitive, and social development. Specific topics will include: history, concepts, and central themes of developmental psychology; theoretical and biological models of human development (e.g., developmental psychobiological systems view); brain development and plasticity; behavioral genetics; sleep and circadian rhythms; sexual differentiation and hormonal influences on behavior; stress and the HPA axis; effects of nutrition and toxic substances.

PSYC 4043 Clinical Approaches: Community (5 Credits)
Community psychology; major theoretical/conceptual issues, assessment/intervention techniques.

PSYC 4050 Cultural Psychology (5 Credits)
This seminar examines how people’s sociocultural context shapes their thoughts, feelings and behaviors. To approach this question, we read and discuss classic as well as recent, theoretical as well as empirical articles form the field of cultural psychology. Topics include: (1) defining culture; (2) dimensions of cultural variation; (3) culture-biology interactions; (4) methodological considerations; (5) cultural influences on cognition, emotion, the self, moral judgment, and health; (6) cultural neuroscience; (7) cultural approaches to race and ethnicity; and (8) mechanisms of cultural influence. Throughout, this course emphasizes sociocultural diversity in psychological processes. Students are encouraged to develop empirically tractable ways of asking and answering questions relating to cultural psychology and to apply concepts of cultural psychology to their own research.

PSYC 4060 History and Systems of Psych (5 Credits)
General nature of scientific progress throughout history as relates to evolution of psychology as scientific/academic discipline; history explored by asking whether prevailing Zeitgeist, the appearance of the “Great Mind,” or some combination of both factors was responsible for pivotal changes seen throughout psychology’s history.

PSYC 4085 Stress & Health (5 Credits)
This course will serve as an introduction to the field of psychoneuroimmunology, with a focus on stress and development. The first section of the course will review basic immunology including immune system components and functions, and relations between the immune system and other systems. The later portion of the course will focus on effects of stress for different disease mechanisms (infection, allergy, cancer etc).

PSYC 4235 Teaching Psychology (1-5 Credits)
Experiential approach to learning techniques for teaching psychology.

PSYC 4241 Seminar-Discourse Processes (5 Credits)

PSYC 4249 Prosem in Reading and Language (5 Credits)

PSYC 4254 Intro to Neural Network Models (5 Credits)
Cross listed with PSYC 3032.

PSYC 4255 Imaging the Mind (5 Credits)
Imaging Cognition is an introductory course to the basic theory and data analysis techniques used in functional magnetic resonance imaging (fMRI). It will cover basic brain anatomy, the basic physics of MRI, experimental design, data processing and the issues associated with data processing, and interpretation of fMRI data. Students in this course will receive hands-on experience in processing a data set from start to finish. They will apply different image preprocessing techniques, statistical design parameters, and statistical models to determine how these factors influence the outcome of the data and how these factors influence the interpretation of that data. In this manner, each student will be exposed individually to the decision issues and interpretation pitfalls involved in fMRI data analysis. In class, students will use the smart-to-the-seat classroom. Cross listed with PSYC 3029.

PSYC 4256 Seminar:Cognitive Neuroscience (5 Credits)
Neural systems underlying human perception, memory, language, pathological syndromes that result from damage to these systems.

PSYC 4257 Psychophys & Neuroscience Lab (5 Credits)

PSYC 4258 Social Neuroscience (5 Credits)

PSYC 4260 Psychophysiology (5 Credits)
This course will serve as an introduction to the field of psychophysiology, with a focus on autonomic psychophysiology (e.g., measures of the electrodermal and the cardiovascular system). Such measures uniquely allow researchers to answer questions about mind-body interactions, emotions, cognition, and health, among others. The first section of the course will review theory of psychophysiology and relevant physiological systems as well as introduce students to the basics of psychophysiological measurement. The second section of the course will be hands-on, allowing students either to write a study proposal involving psychophysiological measurement or to use the psychophysiology lab to design and execute their own study using physiological measures.

PSYC 4262 Affective Neuroscience (5 Credits)
Affective neuroscience is the study of emotions in the brain. In this course, we explore how new frontiers in emotion research, from brain scans to psychoactive drugs to monkey colonies, have changed the way we think about emotions and moods. We aim to learn how scientists ask these new questions: how and what can we learn about emotion from动物 models, patient studies, genetic studies, brain scans, and drugs? We learn and debate different theories about what emotions are: when are emotions helpful and harmful? Why do we have them? How many are there? Can we control how we feel? Finally, we learn how to think about emotions scientifically: What kind of evidence matters? How do emotion scholars talk about their work? What kind of questions can we ask, and what kind can we hope to answer?

PSYC 4265 Social Perception and Communication (5 Credits)
The way that people look and communicate evoke immediate and sometimes automatic responses from other people. Accordingly, this course includes topics such as facial structure and function, nonverbal communication, social categorization, behavioral mimicry, and thin-slices.
PSYC 4270 Seminar-Social Cognition (5 Credits)
Theory research in cognitive social psychology, including social knowledge structures, categorization of social information, social memory, judgment and inference, cognition-emotion links, effects on social behavior.

PSYC 4295 Research Design & Inference (5 Credits)
Logic and methods of fundamental principles of graduate psychology research design and statistical inference. Permission of instructor required.

PSYC 4300 Correlation and Regression (5 Credits)
Theory/computational methods of major parametric/ nonparametric correlation techniques. Prerequisite: PSYC 4295.

PSYC 4330 Analysis of Variance (5 Credits)
Complex analysis of variance, other quantitative methodologies. Prerequisite: PSYC 4300 or instructor's permission.

PSYC 4350 Structural Equation Modeling for the Social Sciences (5 Credits)
This advanced course covers the basics of structural equation modeling and how this flexible approach to statistical analysis can be applied in the social sciences. Specific techniques that will covered will include testing for mediation, path analysis, confirmatory factor analysis, and the analysis of longitudinal data, as well as other related topics. There will be an emphasis on applying these techniques to students' own research through hands-on demonstrations and homework assignments and an emphasis on interpreting and critiquing structural equation models in published research. A course on correlational methods and regression is a prerequisite.

PSYC 4355 Multilevel Modeling for the Psychological Sciences: Theory and Applications (5 Credits)
This advanced course covers the basics of multilevel (hierarchical) linear modeling and how this flexible approach to statistical analysis can be applied to theory and data in the psychological sciences. Specific techniques that will be covered include the analysis of nested data, family and dyadic data, and longitudinal data as well as mediation and moderation. There will be an emphasis on applying these techniques to students' own research through hands-on demonstrations and homework assignments. There will also be an emphasis on interpreting and critiquing multilevel modeling analyses in published research. Courses on analysis of variance as well as correlational methods and regression are pre/corequisites.

PSYC 4411 Child Assessment-Cognition (2-5 Credits)

PSYC 4413 Child Assessment-Personality (5 Credits)
Overview of evidence-based psychological assessment (emotional, behavioral, and social) of children and adolescents with a focus on integrating theory, research, and clinical practice.

PSYC 4511 Prosem in Psychopathology (5 Credits)
Theories of behavioral/personality disorders on children; survey of clinical/experimental literature.

PSYC 4512 Prosem in Psychopathology (5 Credits)

PSYC 4518 Readings in Family Therapy (5 Credits)
This course will survey major historical and contemporary theories from the field of family therapy. Basic family therapy techniques will be covered, and integrated with other modes of therapy (e.g. individual, marital). In the second half of the course, students will work with families and receive group supervision.

PSYC 4525 Prosem in Develop Neuropsych (5 Credits)
Normal brain development, functional neuroanatomy, clinical conditions that can affect brain functioning in children, adults.

PSYC 4526 Prosem in Cog Neuroscience (5 Credits)
This is a graduate-level introduction to cognitive neuroscience. It covers basic theories of cognition and their neurological support.

PSYC 4540 Adv Topics in Cognitive Devel (5 Credits)
Varying topics; theory/research in cognitive development including Piagetian work. Prerequisite: graduate status or instructor's permission.

PSYC 4545 Memory Dvlpmnt:Nature & Nurture (5 Credits)
Theory & research in the field of memory development, with particular emphasis on neurobiological perspectives of memory development. Considers the role of biology (nature), as well as the socio-cultural context (nurture) in which memory develops. Specific topics in memory development will include: early memory development & infantile amnesia, infant visual recognition memory, procedural memory, episodic memory, autobiographical memory, and trauma & memory development. Since the course covers topics in systems level neuroscience (i.e., a class in behavioral or cognitive neuroscience). Classes that fulfill this prerequisite include PSYC 4255, PSYC 4256, PSYC 4257, PSYC 4525 or PSYC 4526 or instructor approval.

PSYC 4565 Systems of Psychotherapy (5 Credits)
The course provides an introduction to evidence-based treatment for children and adolescents. Conceptual and empirical underpinnings of youth therapies are examined. Treatments for three prominent child and adolescent disorders - disruptive behavior problems, depression, and anxiety disorders - are highlighted. Demonstration and practice of specific treatment components is included.

PSYC 4566 Systems of Psychotherapy II (5 Credits)
Conceptual/empirical foundations of interventions for clinical problems, including (but not limited to) parasuicidality, Borderline Personality Disorder, and substance abuse.

PSYC 4571 Multicult Issues & Ment Health (5 Credits)
Theory, research, and practice issues related to the mental health of racial/ethnic minority and other diverse groups.

PSYC 4579 Research Design (5 Credits)
Sturm College of Law

PSYC 4587 Workshop in Marital Therapy (4 Credits)
PSYC 4612 Marital Conflict (1-10 Credits)
PSYC 4620 Advan in Couples Intervention (5 Credits)
PSYC 4625 Marital/Couples Thrpy-Div Popl (5 Credits)
This course will cover the complexities in couples research and intervention that are the focus of current investigations in labs around the world. The major issues revolve around the role that marital problems play in the development, maintenance and treatment of a variety of child and adult problems and vice versa. These will include, adult sexual problems, alcohol and drug use and abuse, anxiety disorders, depression, medical problems, and that marital discord and destructive conflict are generic risk factors for a wide range of child and adult mental health problems and that marital health is a protective factor.
PSYC 4920 Ethics-Psych & Rsrch Practice (2 Credits)
Ethical issues on psychological research. Teaching, practice.
PSYC 4930 Psychology Practicum-Clinical (1-5 Credits)
On-the-job training in clinical psychology. May be repeated for a maximum of 24 quarter hours. Prerequisite: Admission to doctoral program.
PSYC 4931 Psychology Practicum-Teaching (1-5 Credits)
On-the-job training in teaching psychology. May be repeated for a maximum of 24 quarter hours. Prerequisite: Admission to doctoral program.
PSYC 4932 Psychology Practicum-Research (1-5 Credits)
On-the-job training in research psychology. May be repeated for a maximum of 24 quarter hours. Prerequisite: Admission to doctoral program.
PSYC 4934 Practicum: DCN Neuropsychology (1-10 Credits)
PSYC 4952 Directed Study (1-10 Credits)
PSYC 5991 Masters Independent Study (1-10 Credits)
PSYC 5995 Masters Independent Research (1-10 Credits)
PSYC 6981 APA Internship (8 Credits)
1 Year APA approved Internship in clinical psychology - the course is not graded.
PSYC 6991 Ph.D Independent Study (1-10 Credits)
PSYC 6995 Ph.D Independent Research (1-10 Credits)

Sturm College of Law

At the University of Denver Sturm College of Law, we balance rigorous academics with the demands of the outside world and help you focus on things that matter to you: your career, your future, your life in law. Our nationally ranked specialty programs provide opportunities to pursue your interest in areas such as Corporate and Commercial Law, International Legal Studies, Environmental and Natural Resources Law, Workplace Law and Constitutional Rights and Remedies. Because we recognize that a legal education grounded in practical skills training is the key to a successful legal career, we created the Experiential Advantage Curriculum which allows you to spend an entire year in real or simulated practice settings. By the time you graduate, you will have a year's worth of legal practice experience — via clinics, externships, and in-depth course simulations, including our new Semester in Practice Externship — and be poised to distinguish yourself in a competitive job market. Your time at Denver Law will be well spent — reaching within yourself while reaching out to the world.

College of Law

Office: Ricketson Law Building
Mail Code: 2255 East Evans Avenue, Denver, CO 80208
Phone: 303-871-6000
Email: admissions@law.du.edu
Web Site: http://www.law.du.edu/

At the University of Denver Sturm College of Law, we balance rigorous academics with the demands of the outside world and help you focus on things that matter to you: your career, your future, your life in law. Our nationally ranked specialty programs provide opportunities to pursue your interest in areas such as Corporate and Commercial Law, International Legal Studies, Environmental and Natural Resources Law, Workplace Law and Constitutional Rights and Remedies. Because we recognize that a legal education grounded in practical skills training is the key to a successful legal career, we created the Experiential Advantage Curriculum which allows you to spend an entire year in real or simulated practice settings. By the time you graduate, you will have a year’s worth of legal practice experience — via clinics, externships, and in-depth course simulations, including our new Semester in Practice Externship — and be poised to distinguish yourself in a competitive job market. Your time at Denver Law will be well spent — reaching within yourself while reaching out to the world.
Juris Doctor

To be admitted to the University of Denver Sturm College of Law, you must hold a bachelor of arts or a bachelor of science degree from an accredited college or university. No undergraduate field of study is favored, based on evidence that a strong student in any major can develop the skills of writing, analysis, and persuasion necessary for success in law school.

First-Year JD Application Requirements

- Completed online application (https://os.lsac.org/release/startup.aspx?appl=4842A1). The application will include your:
  - Resume – should list employment experience, educational background and extracurricular and community activities. It should also include any honors and awards you have received. Please include dates for all items on your resume.
  - Personal statement – Keeping in mind the fact that your LSAT score and undergraduate GPA are only a part of what the Admissions Committee will consider, you should take this opportunity to explain to the committee why you should be selected for admission to Denver Law. Topics that the committee may consider helpful in evaluating your qualifications may include:
    - Significant personal experiences beyond what may be reflected in your transcripts and on your resume.
    - Characteristics and experiences that you will bring the Sturm College of Law and the legal profession that distinguish you from other applicants.
    - Long-range career plans and goals that you intend to pursue with your law degree.
    - The intellectual contribution you will make to the classroom.
  - a non-refundable application fee.
- Completed Credential Assembly Service Report from LSAC. This requires the following items:
  - Valid Law School Admissions Test ( http://www.lsac.org/jd/lsat/about-the-lsat.asp ) score
  - All transcripts from any post-secondary schooling completed.
  - Two letters of recommendation from professors or employers evaluating your analytical skills, writing ability, and/or personal integrity.

Additional Requirements for International Students

- LSAC Credential Assembly Service (CAS)
  - If you have completed any post-secondary work outside the US (including its territories) or Canada, these transcripts must be submitted to the LSAC to be translated and evaluated. A foreign credential evaluation will be completed by the American Association of Collegiate Registrars and Admissions Officers and included with your CAS report.
  - We will not accept any other translation or evaluation services for the admissions process.
  - If you have questions, contact LSAC at LSACINFO@LSAC.org or
- TOEFL/IELTS
  - A TOEFL or IELTS score is required, unless you have completed a post-secondary degree at an institution whose language of instruction and testing is English. The whole program of study must have been completed in English.
  - Request that your test scores be sent from the testing organization to LSAC
    - LSAC TOEFL Code: 0058
  - The University of Denver requires the following minimum scores:
    - TOEFL Paper-based test: 587
    - TOEFL Internet-based test: 95
    - IELTS: 7.0

Master of Science in Legal Administration with a Concentration in Court Administration, International Court Administration, or Law Firm Administration

Applications for the MSLA degree are accepted and reviewed on a rolling basis for a start date in January, May, or August. Completed applications are notified within 4-6 weeks.

Complete the Application Here (https://du-grad.edu.185r.net/application/login) NOTE: It can take up to 10 seconds to move from page to page within the application. Please do not refresh your screen.

To complete the application, please submit the following:

- Essay: Please upload an essay within the application explaining “Why You Wish to Pursue a Career in Legal Administration”
- Resume: Please upload a copy of your resume in the space provided within the application
- Two Letters of Recommendation: Two letters of recommendation are required. After logging in to the application, there is a “create invitation” link under the “for others to complete” heading. Please click this link. It will bring you to a page to send out requests to recommenders. Recommenders will receive this invitation and upload their recommendations electronically.
- **Official transcripts**: Please send all transcripts to the MSLA office (address listed) from any undergraduate or graduate institutions attended.
- **Test Scores**: Please have official LSAT, GMAT, or GRE scores mailed to the MSLA office (address listed). **IF you have five years professional work experience, the testing requirement may be waived (if you have questions, please email the MSLA office or call 303.871.6308).**
- **Processing Fee**: There is a $65 nonrefundable processing fee associated with an application. In the application, please indicate whether you will be paying with a credit card or will be mailing in a payment to the address listed below.

**Please send all application materials to:**

University of Denver Sturm College of Law  
Master of Science in Legal Administration program  
2255 East Evans Ave, 330H  
Denver, CO 80208-0640

CERTIFICATE in Legal Administration with a Concentration in Court Administration, International Court Administration, or Law Firm Administration

To complete the application, please submit the following:

- **Essay**: Please upload an essay within the application explaining “Why You Wish to Pursue a Career in Legal Administration”
- **Resume**: Please upload a copy of your resume in the space provided within the application
- **Two Letters of Recommendation**: Two letters of recommendation are required. After logging in to the application, there is a “create invitation” link under the “for others to complete” heading. Please click this link. It will bring you to a page to send out requests to recommenders. Recommenders will receive this invitation and upload their recommendations electronically.
- **Official transcripts**: Please send all transcripts to the MSLA office (address listed) from any undergraduate or graduate institutions attended.
- **Processing Fee**: There is a $65 nonrefundable processing fee associated with an application. In the application, please indicate whether you will be paying with a credit card or will be mailing in a payment to the address listed below.

**Please send all application materials to:**

University of Denver Sturm College of Law  
Master of Science in Legal Administration program  
2255 East Evans Ave, 330H  
Denver, CO 80208-0640

ADVANCED STANDING Master of Science in Legal Administration with a Concentration in Court Administration, International Court Administration, or Law Firm Administration

To complete the application, please submit the following:

- **Essay**: Please upload an essay within the application explaining “Why You Wish to Pursue a Career in Legal Administration”
- **Resume**: Please upload a copy of your resume in the space provided within the application
- **Two Letters of Recommendation**: Two letters of recommendation are required. After logging in to the application, there is a “create invitation” link under the “for others to complete” heading. Please click this link. It will bring you to a page to send out requests to recommenders. Recommenders will receive this invitation and upload their recommendations electronically.
- **Official transcripts**: Please send all transcripts to the MSLA office (address listed) from any undergraduate or graduate institutions attended. Please note: A J.D. degree is required for admission to the Advanced Standing MSLA Program
- **Processing Fee**: There is a $65 nonrefundable processing fee associated with an application. In the application, please indicate whether you will be paying with a credit card or will be mailing in a payment to the address listed below.

**Please send all application materials to:**

University of Denver Sturm College of Law  
Master of Science in Legal Administration program  
2255 East Evans Ave, 330H  
Denver, CO 80208-0640

Master of Laws in International Business Transactions

The Director of the IBT LLM program, in collaboration with the Program Manager, shall have primary responsibility for setting, modifying, and applying admission criteria, in compliance with the SCOL’s Strategic Plan, mission and policies, as well as all relevant University policies and procedures (including English language competency requirements for students whose native language is not English).
A candidate for the LLM must have earned a Juris Doctorate (JD) or equivalent degree from a law school that is a member of the Association of American Law Schools or is approved by the American Bar Association, or in the case of a foreign candidate, must have completed a law degree with high academic standards from a recognized foreign university.

The IBT LLM will conduct a holistic review of applicants, and will consider, among other things: JD or JD equivalent GPA, TOEFL or other English language test (if applicable), work experience, academic records, letters of recommendation and personal statement of interest.

In order to be considered for admission, applicant must submit:

- a completed application (LSAC LLM or DU/Slate template);
- final and official transcripts with Proof of Diploma or GPA (as applicable) for JD or JD equivalent degree;
- a personal statement of interest and purpose (which, among other others, should address future goals and use of the degree);
- resume or CV
- two to three letters of recommendation;
- International applicants must submit an official TOEFL or IELTS score report. Currently proposed English language standards for International candidates are: 85 internet-based/567 paper-based TOEFL, or 6.5 IELTS; ECA option.

**Master of Laws in Natural Resources Law, MASTER OF RESOURCES IN LAW STUDIES, CERTIFICATE IN NATURAL RESOURCES LAW**

Application Deadlines:

Fall semester
- June 5th for International Applicants
- August 1st for US Citizens/Residents

Spring semester
- November 5th for International Applicants
- December 15th for US Citizens/Residents

Application requirements:

**US Citizens/Residents**
- A Completed Online Application
- Two Letters of Recommendation
- Official Transcripts
- Payment of Application Fee ($50)

**International Applicants**
- A Completed Online Application
- Two Letters of Recommendation
- Completed Financial Verification Forms/Official Bank Letter
- Official Transcripts and Proof of Graduation
  (If transcripts are not in English, they should be accompanied by an official translation.)
- Official TOEFL or IELTS Score – University TOEFL code: 4842
  (Minimum Requirements: TOEFL- 80 IELTS- 6.0)
- Payment of Application Fee ($50)

Link to online application: http://www.law.du.edu/forms/enrgp/application-form.php

**Certificate in Law with a Concentration in Constitutional Rights and Remedies**

**Certificate Requirements**

**Coursework Requirements**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 4164</td>
<td>Constitutional Law</td>
<td>4</td>
</tr>
<tr>
<td>LAWS 4025</td>
<td>Administrative Law</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 4250</td>
<td>Federal Courts</td>
<td>3</td>
</tr>
</tbody>
</table>

**Complete one of the following two courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 4200</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 4166</td>
<td>Constitutional Law II: Individual Rights</td>
<td>3</td>
</tr>
</tbody>
</table>
Complete one of the following three courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 4168</td>
<td>Constitutional Litigation Seminar</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 4520</td>
<td>Remedies</td>
<td>3</td>
</tr>
</tbody>
</table>

Complete at least one experiential learning opportunity from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 4809</td>
<td>Civil Rights Clinic</td>
<td>3</td>
</tr>
<tr>
<td>or LAWS 4812</td>
<td>Civil Rights and Disability Law Clinic Seminar</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 4800</td>
<td>Criminal Defense Clinic</td>
<td>3</td>
</tr>
<tr>
<td>or LAWS 4801</td>
<td>Criminal Defense Clinic Seminar</td>
<td></td>
</tr>
<tr>
<td>LAWS 5025</td>
<td>Externship</td>
<td>1-10</td>
</tr>
</tbody>
</table>

Minimum Number of Credits Required 15

Certificate in Law with a Concentration in Environmental and Natural Resource Law

Certificate Requirements

Coursework Requirements

Required Course:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 4025</td>
<td>Administrative Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must complete a minimum of 15 credits in the ENRL curriculum including one of the following two courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 4220</td>
<td>Environmental Law</td>
<td></td>
</tr>
<tr>
<td>LAWS 4450</td>
<td>Natural Resource Law</td>
<td></td>
</tr>
</tbody>
</table>

Complete for credit one of the following live-client experiences or simulations in the ENRL program:

- An ENRL-related experience through the Student Law Office
- An ENRL-related full semester externship through the legal externship program
- A simulated experience course such as the Natural Resources Distinguished Practitioner Seminar

Minimum Number of Credits Required 15-18

Certificate in Law with a Concentration in International Law

Certificate Requirements

Coursework Requirements

Required Course:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 4320</td>
<td>International Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must complete a minimum of two courses from the list of core International and Comparative Law courses provided by the ILSP Director.

The remainder of credits required for the certificate must be satisfied by courses on the Elective International, Comparative, and Foreign Law Courses list provided by the ILSP director or from the list of core courses.

Minimum Number of Credits Required 15

Certificate in Law with a Concentration in Workplace Law

Certificate Requirements

Coursework Requirements

Complete two of the following three courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 4205</td>
<td>Survey of Employment Law</td>
<td>6</td>
</tr>
<tr>
<td>LAWS 4227</td>
<td>Employment Discrimination Law</td>
<td></td>
</tr>
<tr>
<td>LAWS 4355</td>
<td>Labor Law</td>
<td></td>
</tr>
</tbody>
</table>

Capstone Experience

At least 3 credits of the required 12 must come from a capstone experience in the Workplace Law curriculum. Capstone options include:

a. An employment/labor related clinical experience through the SLO.

b. A workplace-related externship approved by the Program Director.

c. Completion of a research paper satisfying the College of Law’s upper-level writing requirement through a Workplace Law class or through directed research with a Workplace Law faculty member.
d. Publishing a note on a workplace law topic in the Denver University Law Review under the supervision of a Workplace Law faculty member.

e. In the event that the SCOL obtains or establishes a workplace law publication, serving as a student editor for the review or journal.

f. Completion of a designated “capstone” course in the Workplace Law curriculum.

Complete additional credits in the Workplace Law curriculum to meet the 12 minimum credits required.

Minimum Number of Credits Required 12

Certificate in Legal Administration with a Concentration in Court Administration

Certificate Requirements

Coursework Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSLA 4950</td>
<td>Strategic Planning in Courts</td>
<td>2</td>
</tr>
<tr>
<td>MSLA 4100</td>
<td>Court Fiscal Management (Prerequisite: M4410)</td>
<td>3</td>
</tr>
<tr>
<td>MSLA 4180</td>
<td>Court Case Flow and Load Management</td>
<td>2</td>
</tr>
<tr>
<td>MSLA 4200</td>
<td>The Business of Courts</td>
<td>3</td>
</tr>
<tr>
<td>Other Courses</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

*** All certificate students are responsible for completing the necessary courses for the certificate. All students are required to meet with the Director each term to ensure certificate requirements are met.

Certificate in Legal Administration with a Concentration in International Court Administration

Certificate Requirements

Coursework Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSLA 4950</td>
<td>Strategic Planning in Courts</td>
<td>2</td>
</tr>
<tr>
<td>MSLA 4320</td>
<td>Fundamentals of Comparative Law</td>
<td>3</td>
</tr>
<tr>
<td>MSLA 4180</td>
<td>Court Case Flow and Load Management</td>
<td>2</td>
</tr>
<tr>
<td>MSLA 4100</td>
<td>Court Fiscal Management (Prerequisite: M4410)</td>
<td>3</td>
</tr>
<tr>
<td>MSLA 4310</td>
<td>World Judicial Systems</td>
<td>3</td>
</tr>
<tr>
<td>Other Courses</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

*** All certificate students are responsible for completing the necessary courses for the certificate. All students are required to meet with the Director each term to ensure certificate requirements are met.

Certificate in Legal Administration with a Concentration in Law Firm Administration

Certificate Requirements

Coursework Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS 4420</td>
<td>Legal Practice Seminar – Law as a Business</td>
<td>3</td>
</tr>
<tr>
<td>MSLA 4901</td>
<td>Law Firm Financial Management (Prerequisite: M4410)</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 4007</td>
<td>Business Development: Marketing and Client Service</td>
<td>3</td>
</tr>
<tr>
<td>MSLA 4201</td>
<td>Law Firm Administration</td>
<td>3</td>
</tr>
<tr>
<td>Other Courses</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>19</td>
</tr>
</tbody>
</table>

*** All certificate students are responsible for completing the necessary courses for the certificate. All students are required to meet with the Director each term to ensure certificate requirements are met.
Certificate in Natural Resources Law

Certificate Requirements

Coursework Requirements

You may customize your course of study, depending upon your goal to work internationally, within the United States, or both. The College of Law offers over forty courses in these advanced degree programs, divided equally between international and domestic issues. There are no required courses, you may customize your degree by selecting any approved courses.

16 credits of Environmental Law discipline courses

Total Credits 16

Candidates are required to obtain a minimum of sixteen credits of Environmental and Natural Resources Law Discipline Courses and a minimum grade point average of 2.0.

Master of Science in Legal Administration with a Concentration in Court Administration

Degree Requirements

Coursework Requirements

A. MSLA Introductory Level-Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSLA 4410</td>
<td>Accounting for the Legal Administrator</td>
<td>2</td>
</tr>
<tr>
<td>MSLA 4415</td>
<td>Statistics for the Legal Administrator</td>
<td>2</td>
</tr>
<tr>
<td>MSLA 4380</td>
<td>Research and Writing for the Legal Administrator</td>
<td>2</td>
</tr>
</tbody>
</table>

B. MSLA Core Courses-Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSLA 4121</td>
<td>Human Resources</td>
<td>2</td>
</tr>
<tr>
<td>MSLA 4300</td>
<td>Introduction to the United States Judicial System</td>
<td>3</td>
</tr>
<tr>
<td>MSLA 4151</td>
<td>Applied Leadership and Management Theory</td>
<td>3</td>
</tr>
<tr>
<td>MSLA 5010</td>
<td>Capstone: Externship/Project</td>
<td>4</td>
</tr>
</tbody>
</table>

C. MSLA Specialized Courses-Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSLA 4950</td>
<td>Strategic Planning in Courts</td>
<td>2</td>
</tr>
<tr>
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<td>3</td>
</tr>
<tr>
<td>MSLA 4180</td>
<td>Court Case Flow and Load Management</td>
<td>2</td>
</tr>
<tr>
<td>MSLA 4200</td>
<td>The Business of Courts</td>
<td>3</td>
</tr>
</tbody>
</table>

D. Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSLA 4215</td>
<td>Court Space, Facilities and Security</td>
<td>2</td>
</tr>
<tr>
<td>MSLA 4090</td>
<td>Court Information Technology</td>
<td>2</td>
</tr>
<tr>
<td>MSLA 4301</td>
<td>Judicial Performance and Evaluation</td>
<td>1</td>
</tr>
<tr>
<td>MSLA 4384</td>
<td>Court Comm &amp; Media Relations</td>
<td>2</td>
</tr>
<tr>
<td>MSLA 4330</td>
<td>Specialty Courts</td>
<td>2</td>
</tr>
<tr>
<td>MSLA 4320</td>
<td>Fundamentals of Comparative Law</td>
<td>3</td>
</tr>
<tr>
<td>MSLA 4954</td>
<td>Project Management</td>
<td>2</td>
</tr>
<tr>
<td>MSLA 4310</td>
<td>World Judicial Systems</td>
<td>3</td>
</tr>
<tr>
<td>MSLA 4385</td>
<td>Law Firm Communications and Technology</td>
<td>3</td>
</tr>
<tr>
<td>MSLA 4386</td>
<td>Law Firm Client Services and Satisfaction</td>
<td>2</td>
</tr>
<tr>
<td>MSLA 4205</td>
<td>Lawyer Recruitment, Development, and Advancement in Law Firms</td>
<td>2</td>
</tr>
<tr>
<td>MSLA 4181</td>
<td>Inclusiveness in the Legal Profession - The Next Generation of Diversity Efforts</td>
<td>1</td>
</tr>
<tr>
<td>LAWS 4007</td>
<td>Business Development: Marketing and Client Service</td>
<td>3</td>
</tr>
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<td>LAWS 4420</td>
<td>Legal Practice Seminar – Law as a Business</td>
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<td>MSLA 4901</td>
<td>Law Firm Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MSLA 4999</td>
<td>Directed Research MSLA</td>
<td>1-17</td>
</tr>
<tr>
<td>LAWS 4703</td>
<td>Special Topics (Law Firm Space and Facilities)</td>
<td>1-5</td>
</tr>
</tbody>
</table>

Minimum Number of Credits Required for Degree 36

** All MSLA students are responsible for completing the required courses for the respective concentration. All students are encouraged to meet with the Director each term to ensure course requirements are met. *Any MSLA course (from any one of the three concentrations) can be used as an elective
Advanced Standing Master of Science in Legal Administration with a Concentration in Court Administration

Degree Requirements

Coursework Requirements

A. MSLA Introductory Level-Required

<table>
<thead>
<tr>
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C. MSLA Specialized Courses-Required

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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSLA 4215</td>
<td>Court Space, Facilities and Security</td>
<td>2</td>
</tr>
<tr>
<td>MSLA 4090</td>
<td>Court Information Technology</td>
<td>2</td>
</tr>
<tr>
<td>MSLA 4301</td>
<td>Judicial Performance and Evaluation</td>
<td>1</td>
</tr>
<tr>
<td>MSLA 4384</td>
<td>Court Comm &amp; Media Relations</td>
<td>2</td>
</tr>
<tr>
<td>MSLA 4330</td>
<td>Specialty Courts</td>
<td>2</td>
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<tr>
<td>MSLA 4320</td>
<td>Fundamentals of Comparative Law</td>
<td>3</td>
</tr>
<tr>
<td>MSLA 4954</td>
<td>Project Management</td>
<td>2</td>
</tr>
<tr>
<td>MSLA 4310</td>
<td>World Judicial Systems</td>
<td>3</td>
</tr>
<tr>
<td>MSLA 4385</td>
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<td>1-17</td>
</tr>
<tr>
<td>LAWS 4703</td>
<td>Special Topics (Law Firm Space and Facilities)</td>
<td>1-5</td>
</tr>
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</table>

Minimum Number of Credits Required for Degree

27

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Master of Science in Legal Administration with a Concentration in International Court Administration

Degree Requirements

Coursework Requirements

A. MSLA Introductory Level-Required

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</tr>
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B. MSLA Core Courses-Required

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<td>Research and Writing for the Legal Administrator</td>
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<tr>
<td>MSLA 4950</td>
<td>Strategic Planning in Courts</td>
<td>2</td>
</tr>
<tr>
<td>MSLA 4100</td>
<td>Court Fiscal Management (Prerequisite: MSLA 4410)</td>
<td>3</td>
</tr>
<tr>
<td>MSLA 4180</td>
<td>Court Case Flow and Load Management</td>
<td>2</td>
</tr>
<tr>
<td>MSLA 4200</td>
<td>The Business of Courts</td>
<td>3</td>
</tr>
</tbody>
</table>

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<tbody>
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<td>MSLA 4384</td>
<td>Court Comm &amp; Media Relations</td>
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<tr>
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<td>Specialty Courts</td>
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</tr>
<tr>
<td>MSLA 4954</td>
<td>Project Management</td>
<td>2</td>
</tr>
<tr>
<td>MSLA 4310</td>
<td>World Judicial Systems</td>
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<tr>
<td>MSLA 4385</td>
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<tr>
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<td>Inclusiveness in the Legal Profession - The Next Generation of Diversity Efforts</td>
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<tr>
<td>LAWS 4007</td>
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**Minimum Number of Credits Required for Degree**

36

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---

### Advanced Standing Master of Science in Legal Administration with a Concentration in International Court Administration

**Degree Requirements**

**Coursework Requirements**

#### A. MSLA Introductory Level-Required

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<th>Course Code</th>
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<td>2</td>
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<td>MSLA 4415</td>
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</table>

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<table>
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<th>Course Code</th>
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#### C. MSLA Specialized Courses-Required

<table>
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<tbody>
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<td>MSLA 4950</td>
<td>Strategic Planning in Courts</td>
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Master of Science in Legal Administration with a Concentration in Law Firm Administration

Degree Requirements

Coursework Requirements

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Advanced Standing Master of Science in Legal Administration with a Concentration in Law Firm Administration

Degree Requirements

Coursework Requirements

A. MSLA Introductory Level-Required

- MSLA 4410 Accounting for the Legal Administrator 2
- MSLA 4415 Statistics for the Legal Administrator 2

B. MSLA Core Courses-Required

- MSLA 4121 Human Resources 2
- MSLA 4151 Applied Leadership and Management Theory 3

C. MSLA Specialized Courses-Required

- LAWS 4420 Legal Practice Seminar – Law as a Business 3
- MSLA 4901 Law Firm Financial Management 3
- LAWS 4007 Business Development: Marketing and Client Service 3
- MSLA 4201 Law Firm Administration 3

D. Elective Courses

- MSLA 4215 Court Space, Facilities and Security 2
- MSLA 4090 Court Information Technology 2
- MSLA 4301 Judicial Performance and Evaluation 1
- MSLA 4384 Court Comm & Media Relations 2
- MSLA 4330 Specialty Courts 2
- MSLA 4320 Fundamentals of Comparative Law 3
- MSLA 4954 Project Management 2
- MSLA 4310 World Judicial Systems 3
- MSLA 4385 Law Firm Communications and Technology 3
- MSLA 4386 Law Firm Client Services and Satisfaction 2
- MSLA 4205 Lawyer Recruitment, Development, and Advancement in Law Firms 2
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- LAWS 4007 Business Development: Marketing and Client Service 3
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- MSLA 4901 Law Firm Financial Management 3
- MSLA 4999 Directed Research MSLA 1-17
- LAWS 4703 Special Topics (Law Firm Space and Facilities) 1-5

Minimum Number of Credits Required for Degree

27

Master of Laws in International Business Transactions

Degree Requirements

Coursework Requirements

All students must complete a minimum of 24 and maximum of 28 semester credits in the program curriculum.

All students must complete LAWS 4315 (International Business Transactions: Survey) for 3 semester credits. All international students must complete LAWS 4315 and LAWS 4064 (Introduction to American Legal System) for a total of 6 semester credits (certain exceptions apply). In addition, all domestic students must complete at least additional 21 semester credit hours and all international students must complete 18 semester credits of
approved electives. All students must have at least one course focused on drafting and/or negotiation as an elective approved by the program prior to registration.

A full-time student is expected to earn the degree in one academic year (or over two consecutive semesters); a part-time student can earn the degree in 2 years. Program time limit is 3 years from the time of matriculation. Fall or Spring semester matriculation is permitted.

Master of Laws in Natural Resources Law
Degree Requirements
Coursework Requirements
You may customize your course of study, depending upon your goal to work internationally, within the United States, or both. The College of Law offers over forty courses in these advanced degree programs, divided equally between international and domestic issues. There are no required courses, you may customize your degree by selecting any approved courses.

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 credits of Environmental Law discipline courses</td>
<td>24</td>
</tr>
<tr>
<td>Total Credits</td>
<td>24</td>
</tr>
</tbody>
</table>

Candidates are required to obtain a minimum of twenty-four credits of Environmental and Natural Resources Law Discipline Courses and a minimum grade point average of 2.0.

Master of Resources in Law Studies
Degree Requirements
Coursework Requirements
You may customize your course of study, depending upon your goal to work internationally, within the United States, or both. The College of Law offers over forty courses in these advanced degree programs, divided equally between international and domestic issues. There are no required courses, you may customize your degree by selecting any approved courses.

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Juris Doctor
Degree Requirements
Coursework Requirements
The Sturm College of Law awards the degree of Juris Doctor to those students who successfully fulfill the following requirements:

- Completion of ninety [90] semester credit hours with passing grades. Only a grade of F constitutes a failing grade for purposes of this requirement. Students receive no credit hours toward graduation for courses in which they earn a grade of F.

- Maintenance of the required cumulative grade point average: For students who enter the Sturm College of Law in the 2007 Fall, or any subsequent, semester: a cumulative GPA of 2.3 or higher

- Successful completion of all required courses (as defined in the chart that follows this section). A student who receives a grade of F in a required course must retake the course and earn a passing grade. Both grades remain on the student’s transcript and affect the student’s cumulative GPA.

- Completion of the Upper Level Legal Writing requirement

- Completion of the Public Service requirement

- Completion of the Professional Skills Requirement. [All students entering the College of Law in Fall 2013 or thereafter must successfully complete a curricular offering of two or more semester credit hours. A list of qualifying courses will be made available.]

- Resolution of all financial obligations to the University of Denver

- Completion of all credit hours within a specified time period following initial matriculation at law school. The American Bar Association requires law students to complete their legal educations within seven years. Full-time day-division students at the Sturm College of Law normally meet all JD
requirements by the end of their third year. Part-time evening-division students at the Sturm College of Law normally complete all JD requirements by the end of their fourth year.

**Good Standing**

All students who enter the Sturm College of Law in the 2007 Fall, or any subsequent, semester must maintain a cumulative grade point average of at least a 2.3 to remain in good standing.

Students may check their Academic Progress Report on MyWeb. Students have the responsibility to check MyWeb carefully and to contact the Registrar’s Office if students note any discrepancy between their understanding and their Academic Progress Report. Students have the sole responsibility to ensure that they have completed all graduation requirements.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LAWS 4385</td>
<td>Lawyering Process I</td>
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<td>LAWS 4120</td>
<td>Civil Procedure</td>
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<td>LAWS 4175</td>
<td>Contracts</td>
<td>4</td>
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<tr>
<td>LAWS 4195</td>
<td>Criminal Law</td>
<td>4</td>
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<tr>
<td>LAWS 4490</td>
<td>Property</td>
<td>4</td>
</tr>
<tr>
<td>LAWS 4610</td>
<td>Torts</td>
<td>4</td>
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<tr>
<td>LAWS 4386</td>
<td>Lawyering Process II</td>
<td>3</td>
</tr>
<tr>
<td>LAWS 4164</td>
<td>Constitutional Law</td>
<td>4</td>
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<tr>
<td>LAWS 4425</td>
<td>Legal profession</td>
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<tr>
<td>LAWS 4235</td>
<td>Evidence</td>
<td>4</td>
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<tr>
<td>LAWS 4025</td>
<td>Administrative Law</td>
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**Electives**

<table>
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</table>

**Total Credits**

| Total Credits | 90 |

**Public Service Requirement**

All law students must satisfy the Public Service Requirement in order to graduate. To satisfy the requirement, each student must perform a minimum of 50 hours of supervised, uncompensated, legal public service work. **Students are strongly encouraged to complete this requirement before their last semester of law school.**

After a student has completed a minimum of thirty (30) academic credit hours, the student may satisfy the Public Service Requirement by participation in one of the following:

- An Externship for credit at a government agency; a judicial agency; a nonprofit (501©(3)) organization; or in a private law firm doing 50 hours of pro bono work under the auspices of the Legal Externship Office (http://www.law.du.edu/index.php/legal-externship-program).
- The Rocky Mountain Children’s Law Center Child Advocacy Practicum (http://www.law.du.edu/forms/legal-externship-program/prezi.php?type=child-advocacy) associated with the Legal Externship Office
- An approved Public Interest Practicum (http://www.law.du.edu/index.php/public-interest-practicum) for either zero or one credit under the auspices of the Public Interest Office.
- A pre-approved Sturm College of Law course (http://www.law.du.edu/index.php/public-service-requirement/how-to-satisfy-the-psr/pre-approved-law-courses) which has a practical public service component (current pre-approved courses are Street Law, the Graduate Tax Program’s Low-Income Taxpayer Clinic, Trial Practice III: Mentor’s Practicum, the International Criminal Law Practicum, Wills Lab, and the Probate Practicum). You must receive a “C” in order for the class to count for the PSR.

The Public Service Requirement has the following goals:

- Educate students about their professional responsibilities, particularly their obligation to perform public service work as practicing attorneys;
- Help students develop practical lawyering skills by supervising them in real work situations and teaching them to integrate the theory and practice of law;
- Raise awareness among students of meaningful career and public service opportunities.

Students can find further details about the requirement here » (http://www.law.du.edu/index.php/public-service-requirement)
Upper Level Legal Writing Requirement

All law students must satisfy the Upper Level Legal Writing requirement prior to graduation. The requirement provides students additional instruction and practice in research, organization and expression.

To satisfy the requirement, each student must:

- Complete a written product of at least ten (10) pages on an appropriate legal subject determined by a professor and the student.
- Secure the professor’s written comments as to the substance and style of the student’s written project.
- Prepare a second draft of the written project in response to the professor’s comments to the professor’s satisfaction.

Students may satisfy the Upper Level Legal Writing requirement in the following ways:

1. **Advanced Legal Writing Course**
   A student can enroll in and successfully complete the upper level legal writing course entitled “Advanced Legal Writing.”

2. **Designated Seminar Classes or Clinics**
   A student can enroll in and successfully complete a seminar that satisfies the Upper Level Legal Writing requirement. The student also can enroll in and successfully complete a clinical course that satisfies the Upper Level Legal Writing requirement. Clinics and seminars do not necessarily satisfy the Upper Level Legal Writing requirement. Students must clarify with individual professors whether the seminar or clinic will satisfy the Upper Level Legal Writing requirement. A student who elects to fulfill the Upper Level Legal Writing requirement under this option must make certain that the Registrar’s Office receives certification from the professor that the student successfully fulfilled the Upper Level Legal Writing requirement. Only after the Registrar’s Office has received official certification has the student completed this graduation requirement.

3. **Directed Research Projects**
   The student may enroll in and successfully complete a 2-3 credit hour Directed Research Project with a full-time faculty member. If the student successfully completes a Directed Research project that fulfills the Upper Level Legal Writing requirement, the professor must certify to the Registrar that the student has completed the Upper Level Legal Writing requirement. A student who elects to fulfill the Upper Level Legal Writing requirement under this option must make certain that the Registrar’s Office receives certification from the professor that the student successfully fulfilled the Upper Level Legal Writing requirement. Only after the Registrar’s Office has received official certification has the student completed this graduation requirement.

4. **Certification by Professor**
   Any full-time or adjunct professor can offer a student the opportunity to complete the Upper Level Legal Writing requirement within the course taught by the professor or independently of the course taught by the professor. Upon successful completion of the Upper Level Legal Writing requirement, the professor must certify to the Registrar that the student has completed the requirement. A student who elects to fulfill the Upper Level Legal Writing requirement under this option must make certain that the Registrar’s Office receives certification from the professor that the student successfully fulfilled the Upper Level Legal Writing requirement. Only after the Registrar’s Office has received official certification has the student completed this graduation requirement.

Professional Skills Requirement

1. All law students entering the College of Law in the Fall 2013 Term or thereafter must successfully complete a curricular offering of two or more semester credits hours that provides substantial instruction in professional skills generally regarded as necessary for effective and responsible participation in the legal profession beyond legal research, writing, and analysis.

2. Professional skills include pre-trial practice, trial advocacy, appellate advocacy, alternate dispute resolution processes, client communication, counseling, negotiation, legal document drafting, fact investigation, interaction with regulators (such as drafting of regulatory ruling requests), interviewing, law practice management, legal problem solving, recognizing and resolving ethical dilemmas, and similar skills.

3. To fulfill this requirement, a curricular offering must provide at least one credit (700 classroom minutes) of instruction in the performance of professional skills beyond legal research, writing, and analysis, and must engage each student in multiple (more than one) hands-on skills performances that are evaluated by the instructor.

4. The College of Law Registrar shall maintain a list of courses that satisfy the professional skills requirement on the College of Law webpage. The College of Law Modern Learning Committee and Curriculum Committee shall be responsible for approving courses that satisfy the professional skills requirement, and for periodically updating that list. Each course description for each class that satisfies the professional skills requirement shall indicate that it does so.

5. A student may not use the same curricular offering to satisfy both the upper level writing requirement and the professional skills requirement, unless the course has been designated as a special Carnegie Integrated Course offering by the Modern Learning Committee. Each Carnegie Integrated Course shall include a full credit hour of skills instruction in addition to assigned upper level writing.
Law Courses

LAWS 4002 Accounting for the Small Legal Practice (3 Credits)
This course will provide an introduction to basic accounting fundamentals, provide key concepts that apply to attorneys and solo practitioners, and explore situations where accounting plays a role in the practice of law. Topics include: understanding the balance sheet, income statement, statement accounting; partnership vs. LLC; income tax accounting; money management and cash flow in a law practice; retainers; trust accounts; income measurement; auditing; and billing/fees/timekeeping.

LAWS 4003 Appellate Advocacy (3 Credits)
This course focuses on developing skills necessary for effective appellate advocacy. It includes discussion of the critical differences between trial and appellate practice and techniques for presenting a persuasive case on appeal. Students will write appellate briefs and present oral argument to a panel of judges. Students will also observe oral arguments presented in Colorado appellate courts.

LAWS 4006 Accounting for Lawyers (3 Credits)
This class introduces students to accounting principles and practices to prepare them for the manner in which transactional and other lawyers will be presented with accounting, auditing, and financial matters that must be understood to enable them to provide effective legal representation to clients. The course includes an introduction to basic concepts of bookkeeping and financial accounting, reading and understanding traditional financial statements, financial statement analysis and the use of financial ratios, and legal issues involving accountancy. The class will also examine the role and responsibilities of the independent auditor and the concept of full and fair disclosure of financial information as required by generally accepted accounting principles.

LAWS 4007 Business Development: Marketing and Client Service (3 Credits)
This course provides students with the tools to effectively market a solo practice and connect with the client. Topics include: client relationship management; social media; building a brand; networking fundamentals; website development; managing client expectations; effective communications; and, referrals.

LAWS 4008 Privacy Law (3 Credits)
This Privacy Law seminar examines the development of privacy rights as a key consideration in the business and governmental policy debates within the U.S. and E.U. These debates range from the appropriate role of government collection retention and usage of personal identifiable information (PII) as well as regulating the private sectors' usage of PII. The E.U. has taken the lead in establishing an all-encompassing privacy policy for both the public and private sectors, whereas the U.S. has established a sectorial approach to establishing privacy law and regulations. Lawyers will continue to play a significant role in shaping governmental privacy policy, drafting statues and regulations, as well as business drafting and negotiating technology contracts.

LAWS 4015 Intermediate Legal Analysis (3 Credits)
Intermediate Legal Analysis provides second year students with instruction in analytical skills in a particular substantive area taught in the first year curriculum, utilizing multiple short-writing assignments with no more than 30 students per section. The course is a skills-based course, designed to develop analytical strategies necessary for success in law school, including rule synthesis and application, statutory interpretation, case analysis and briefing, fact evaluation, discernment of legal principles and theories, and effectiveness in written communication. The course will provide multiple opportunities for practice and feedback with exercises designed to help students learn, understand, and recall course materials with a particular emphasis in developing writing approaches and strengths for solving hypothetical legal problems. This course satisfies the Upper Level Writing requirement (ULW).

LAWS 4018 Criminal Law (Advanced) (3 Credits)
This course examines actual criminal cases from around the world and the application of the law at the time and place of the crime. The students will then compare this to the law today in the same jurisdiction and the Model Penal Code as applied to the same facts. This course also reviews current Colorado Law as it relates to liability and punishment based on the same fact pattern. The course will encourage analysis of what the law is and should be, and teh aftermath of each case will lead to discussion about what actually happened to the defendant and why.

LAWS 4019 Animal Rights (3 Credits)
Students who have participated in the Civil Litigation Clinic for one semester are eligible to enroll in the Advanced Civil Litigation Clinic. The purpose of the advanced clinic is to provide students who have developed fundamental trial skills in the areas of landlord-tenant, domestic violence, and workplace law to further develop those skills and to work on cases and matters with greater independence for an additional semester without repeating the seminar component of the clinic.

LAWS 4022 Criminal Clinic (Advanced) (3 Credits)
LAWS 4023 Civil Litigation Clinic (Adv.) (1-10 Credits)
LAWS 4025 Administrative Law (3 Credits)
This class provides an introduction to the administrative process of government. Topics include: Constitutional issues of separation of powers; delegation of legislative and judicial power; legislative and judicial authority in government agencies; agency exercise of policy-making functions; and controls imposed on agencies by administrative procedure legislation, Constitutional principles, and judicial review of agency action.

LAWS 4026 Criminal Procedure (Adv.) (3 Credits)
From the commencement of formal proceedings to collateral attacks on convictions, this course guides students through the laws regulating criminal prosecutions. The course topics typically include pleas; trial rights; discovery; bail procedures; sentencing; double jeopardy; the death penalty; and habeas corpus. The focus of the course is on the federal constitutional rights and the federal rules of procedure that are applicable to each stage of a criminal proceeding. Prerequisite: LAWS 4200.
LAWS 4027 Trial Practice II: Voir Dire (3 Credits)
This course covers the practical process of jury selection including the court rules and statutes that apply as well as Constitutional issues including fair cross-section and discriminatory challenges. An exploration of the demographic, legal, and case-specific issues that can be addressed in jury selection. The course couples traditional lectures with emphasis on student exercises. The course culminates in a final voir dire where the student is given a case problem and required to incorporate persuasive introductions, law questions, case-specific questions, and conclusions. Student participation throughout the class is required as both the inquiring attorney and as a juror.

LAWS 4028 Civil Procedure (Advanced) (3 Credits)
Topics for this course include post-trial procedure, injunctions, and other advanced civil procedure matters.

LAWS 4030 Family Law (Adv.) (3 Credits)
Advanced Family Law is a practicum oriented class. This class has some lecture components, but there will be significant practicum aspects for students interested in learning about the practice of family law. Students will gain a general knowledge of family law, and more specifically the substantive and procedural aspects of dispute resolution oriented domestic relations practice. The subjects covered are divorce, custody and child support jurisdiction (intrastate and interstate); domestic case procedure, meeting with and managing your client; working with opposing counsel; temporary status conferences and agreements, Domestic Violence, discovery and use of experts, unbundled legal services, access to justice issues, and the permanent orders (final orders in the divorce); and attorney’s fees. Prerequisite: LAWS 4240.

LAWS 4031 Mediation (3 Credits)
Students who have completed the basic Alternative Dispute Resolution course may enroll in this program that focuses on clients with more complex cases in both the civil and criminal arenas. Clients will be selected based on both public interest aspect and the propriety of the case as a learning vehicle for planning, pleading, negotiation, discovery, research and trial work. Prerequisite: LAWS 4060.

LAWS 4032 Legal Analysis Strategies (3 Credits)
This course provides last semester graduating students with instruction, guidance and feedback to develop foundational skills necessary to achieve success on both the bar exam and in the legal profession as skilled legal analysts. Substantively, the course will focus on core bar exam subjects (constitutional law, contracts, property, evidence, torts and criminal law/procedure) using practical problems in all three examination formats of the bar exam - essays, performance tests, and multiple-choice questions. Initially, the course provides a diagnostic evaluation of analytical and communicative strengths using a performance test and multiple-choice questions. Subsequent classes require submission of written practice exams with follow-up class presentations by students of analytical strategies used to solve hypothetical problems posed in essay questions, performance tests and multiple-choice questions. The course includes a final exam given during the final exam period designed to simulate bar exam protocols.

LAWS 4035 Advanced Legal Research (3 Credits)
Students select an area of practice in which to explore all major legal research resources, formats, and costs, and refine their ability to formulate cost-effective research strategies. They will identify an issue of interest and formulate a Legal Research Plan for analysis on the issue; draft a Library Purchasing Plan for the practice area; write and revise a legal analysis on the issue; draft a client letter on the legal analysis; consider potential ethical issues for the practice area and write a short paper on these concerns; give an oral presentation; and write a final reflection. This course does satisfy the Upper Level Writing requirement (ULW).

LAWS 4037 European Union Environmental Law and Policy (3 Credits)
The European Union (EU) has become a leading player in the context of European environmental legislation and policy making. Of particular interest has been the underpinning of the EU's single market, and environmental protection, the importance of which is clearly set out in the European Community Treaty. Matters dealing with climate change, genetically modified organisms, and recycling are now dealt with on a regular basis at EU level.

LAWS 4042 Trial Practice (Advanced) (3 Credits)
This class is an advanced study of trial practice issues and skills. Prerequisite: LAWS 4635.

LAWS 4048 Agency Partnership & LLC (3 Credits)
This is a survey of legal doctrines and legislation that governs the Limited Liability Corporation (LLC). The course material also explores employment and agency relationships and partnerships.

LAWS 4050 Topics in Constitutional Law (3 Credits)
This course provides upper level exposure to constitutional issues not covered in the basic required Constitutional Law course. Topics vary from semester to semester and may include the following: Sexuality, Individual Rights, Causation, Poverty and First Amendment.

LAWS 4060 Alternative Dispute Resolution (3 Credits)
The course examines the full range of contemporize dispute resolution processes: negotiation, mediation, arbitration and formal litigation. Conceptual and functional similarities and distinctions between these processes are explored. Additionally the processes; impacts upon disputants, role of the lawyer, the legal system and social order are reviewed.

LAWS 4064 American Legal System: Research, Writing and Analysis (3 Credits)
This course addresses the principles governing the American legal system and provides a brief comparison of the U.S. system to a sampling of other legal systems. In addition, the course addresses the organization of the course system, the anatomy of a lawsuit, and some of the ethical rules governing lawyers. Legal reasoning, standard legal analysis method, and reasoning by analogy are covered. A broad view of American civil procedure and constitutional law are included. Also, because this is a critical election year, legal issues impacted by the upcoming elections are explored. Finally, more practical skills such as legal research, legal writing and exam-taking skills are addressed.
LAWS 4065 American Legal History (3 Credits)
This course concerns itself with the interaction between the legal system and social change in what is now the United States. Chronologically, the course materials run from the colonial period to the New Deal, although the nineteenth century will receive particular emphasis. A principal focus is the interrelationship of law, social life, economy, and ideology.

LAWS 4070 Antitrust and Unfair Competition (3 Credits)
The expansion of our economy over time has required the federal government and the courts to rethink their respective roles in regulating business conduct in the United States. The laws regulating business conduct are as dynamic as the notion of competition itself. This course teaches the history and fundamentals of antitrust and unfair competition laws in the United States. This course discusses the competitive problems which arise from monopolization, price and supply agreements, tying arrangements, exclusive dealings, cartel activity and mergers. The course also examines the interplay between federal, state and private enforcement of these laws.

LAWS 4089 Business Development: Marketing & Client Services (3 Credits)
This course provides students with the tools to effectively market a solo practice and connect with the client. Topics include: client relationship management; social media; building a brand; networking fundamentals; website development; managing client expectations; effective communications; and referrals.

LAWS 4090 Bankruptcy (4 Credits)
This course introduces the federal bankruptcy system and Bankruptcy Code, including both the law of consumer bankruptcy and the law of corporate reorganizations. Topics include the rights of creditors in bankruptcy law and state law, the scope of the automatic stay, the treatment of executory contracts, the sale of assets in bankruptcy, the avoiding powers, bankruptcy planning, the restructuring of corporations in Chapter 11, and the procedure for confirming plans of reorganization.

LAWS 4095 Real Estate (3 Credits)
This course serves as an introduction to contractual, priority of right, and title assurance issues involved in transferring real estate. This is a highly recommended survey course for all law students regardless of specialization because much of the course material is heavily examined on the Multi-state, Colorado and other state Bar Exams. This class also serves as a gateway course for real estate specialists.

LAWS 4096 Patent Law (3 Credits)
This course review the major patent law doctrines. Topics include patentability requirements under 35 U.S.C. 101, 102, 103, and 112, claim construction, various infringement doctrines, affirmative defenses and remedies.

LAWS 4100 Basic Tax (4 Credits)
This course provides students with a general understanding of tax law. Materials cover topics from personal and business deductions, to property basis and depreciation.

LAWS 4105 Business & Commercial Law Sem (1-3 Credits)
Topical seminars scheduled periodically to afford students the opportunity for focused study of business and commercial law matters such as: consumer credit; mergers and acquisitions; corporate practice; bankruptcy; antitrust; quantitative evidence; representation of minority--and women-- owned business firms. Prerequisite: LAWS 4190.

LAWS 4110 Business Planning (3 Credits)
The course introduces students to the transactional lawyering considerations involved in forming and representing an emerging growth business. The course examines the life cycle of a start-up company, including selecting the appropriate entity form, structuring the economic interests and managerial control among various owners, considering the lawyer's duties to the entity in dealing with its founders and management, and documenting various approaches to raising capital. Using a simulated deal format, students will draft, review and analyze documents typically used in organizing and financing a start-up business.

LAWS 4112 Trademark Law (Advanced) (2 Credits)
This seminar focuses on complex practical and legal issues confronted by today's trademark practitioners, ranging from brand protection strategies to litigating equitable relief claims for trademark infringement. The course also covers how trademark principles are being applied to the internet and e-Commerce. The course focuses on U.S. trademark law, but includes exposure to the aspects of international trademark law that are most frequently encountered by U.S. trademark practitioners. The course calls for students to participate in hands-on exercises, such as developing a new brand and arguing a preliminary injunction motion. The course requires a basic familiarity with trademark law, but the specific Trademark Law class is not a prerequisite. Prerequisite: LAWS 4310 or equivalent.

LAWS 4115 Trademark Law (3 Credits)
This course covers common law doctrines. Topics include the acquisition and preservation of trademark rights, false advertising claims, infringement doctrines, defenses, and remedies, with attention to internet issues and recent developments in the law. Recommended prerequisite: LAWS 4310.

LAWS 4117 Taxation of Property Transactions (3 Credits)
This course includes basis of property; capital expenditures and current expense comparison; depreciable status; amortization of intangible property; depreciation methods; property casualties and losses; profit or loss computation and characterization for taxable property dispositions; limitations on passive losses; lessor and lessee reporting; tax-deferred dispositions. Cross listed with TAX 4110.

LAWS 4120 Civil Procedure (4 Credits)
This required introductory course examines how Constitutional statutory and judicial rules frame the determination of court controversies. They also explore the doctrines, remedies, and other principles pertinent to judicial dispute resolution.
LAWS 4129 Comparative Corporate Law Seminar (2 Credits)
Comparative Corporate Law examines the system for forming and managing businesses in the United States and overseas. We examine the impact of culture and other factors on legal regimes and examine whether a uniform international system is developing. This course satisfies the Upper Level Writing requirement (ULW).

LAWS 4131 Commercial Law Survey (4 Credits)
This course provides an introduction to the concepts and methods of commercial law. As a survey course, it explores the major Articles of the Uniform Commercial Code, namely, Article 2 (Sales), Article 9 (Secured Transactions), Article 3 (Payment Systems), as well as Article 5 (Letters of Credit) and Article 7 (Documents of Title). In addition, the intersection of Article 9 and Bankruptcy Law will be discussed in some depth. The completion of this course gives students a firm footing for any advanced course in commercial law. Students taking only one course in commercial law receive broad exposure to the basics of commercial law.

LAWS 4132 Colorado Legal Research (2 Credits)
This course introduces students to legal materials generated by executive/administrative, legislative, and judicial branches of Colorado government. Students develop research strategies for answering legal questions using primary and secondary resources and learn to relate the various sources of authority to the structure of Colorado government. Students are required to bring laptop computers to class.

LAWS 4133 Corporate Social Responsibility (3 Credits)
Corporate Social Responsibility represents the integration of a variety of environmental, social, ethical, and even political considerations into basic business strategies to produce a positive impact on society while still earning profits. With increasing frequency, consumers and investors reward companies that embrace CSR by purchasing their products and stock. This seminar in Corporate Social Responsibility explores a variety of pressing legal issues involving corporate governance, sustainable development, shareholder activism, executive compensation, the role of religion in the boardroom, international regulation, and CSR certification, among other topics. Through the readings and discussions, students examine the American approach to CSR in light of international regulatory efforts and models of socially responsible business practices in various countries around the world. Students gain a greater sense of the special role lawyers play in burgeoning CSR movement by examining some sophisticated examples of corporate strategy, planning, and litigation on CSR matters. This course satisfies the Upper Level Writing requirement (ULW).

LAWS 4135 Comparative Law (3 Credits)
Comparative Law is the study of the foundation of legal traditions and systems which exist in the world today. The major topics covered in this course are legal history and culture; legal structures; legal actors; and procedure and sources of law. The interactive course begins with an overview followed with coverage of each of the topics in relation to the United States legal system. We then cover the same topics in relationship to the common law tradition and the civil law tradition.

LAWS 4137 Comparative Environmental Law (3 Credits)
Comparative Environmental Law is an introduction to the growing network of international law (multilateral and bilateral treaties, customary law, adjudications, etc.) that govern environmental law. The course focuses on international legal issues including global climate change; trans boundary pollution; resource depletion; toxic waste export; biodiversity and wildlife/plant extinction; deforestation; desertification; ocean pollution; sustainable development; etc. (The internal domestic environmental laws of individual countries receive some attention as does trade law, but these are covered with more detail in Comparative Law and International Business Transactions, respectively.).

LAWS 4139 Commercial Law for Foreign Investors in Guatemala (2 Credits)
This class uses the Dominican republic-Central America-United States Free Trade Agreement (CAFTA-DR) and the North American Free Trade Agreement (NAFTA) to examine the legal framework regulating foreign investment in Central America and Mexico. With Guatemala’s ratification of CAFTA-DR, Guatemala opened its doors not only to trade but also to foreign investment, including from U.S. companies looking to do business in Guatemala. While the CAFTA-DR includes norms that govern the relationship between foreign investors and Member States, the domestic laws of each Member State continue to provide the central regulatory structure that governs relations among the parties, including in the areas of commerce, intellectual property, labor and the environment. This is an introductory course that examines the principle commercial norms that would apply to foreign investors in Guatemala, with a special emphasis on the law of contracts. The course examines the comparable norms applicable under NAFTA and introduces the topic of how CAFTA’s ratification has promoted rule of law reforms in Guatemala in the areas of commerce, intellectual property, labor and the environment. This course is taught in Spanish.

LAWS 4143 Commercial Paper (2,3 Credits)
This course introduces students to Article 3 of the Uniform Commercial Code, Negotiable Instruments. After studying this part of the UCC at the beginning of the semester, students will engage in a simulated, complex business transaction for the remainder of the course. The simulation involves problem solving, extensive document drafting, client counseling and professionalism, among other topics. The simulation involves transactions in a business/banking context, but is not an overview of banking law.

LAWS 4144 Comparative Free Speech and Access to Information in the Americas (2 Credits)
This course looks at the history and text of the guarantees of free speech in the constitutions of the United States and Latin American countries, including Guatemala; at judicial decisions interpreting them; and at the actual scope of those guarantees of free speech in practice, with emphasis on the function of free speech in facilitating democracy. The course also looks at the impact of globalization on free speech guarantees, including the impact of international treaties, the activities of NGOs, and speech on the Internet. The course compares the systems for providing citizens access to government information in the U.S. and Latin America, particularly Guatemala, and looks closely at areas where interest in disclosure and secrecy conflict.
LAWS 4145 Computer and Internet Law (3 Credits)
Computers and Internet Law is designed to consider the areas in which computer technology and the legal environment intersect. This includes legal protection of computer software; contracting for computer services; computer data banks and privacy; the check-less society; and the relationships between Federal Communications Commission policies and computers.

LAWS 4160 Conflict of Laws (3 Credits)
Conflict of Laws is an analysis of legal problems arising in cases when at least one of the operative facts cuts across state or national boundaries. Topics covered include problems of interstate jurisdiction over parties and subject matter the application of principles of full faith and credit and comity on the recognition and enforcement of interstate and multinational judgments; the comparison of various theories of law choice in the context of the Constitutional threshold constraints of the due process and full faith and credit clauses.

LAWS 4164 Constitutional Law (4 Credits)
This required introductory course examines the role of the United States Supreme Court and, in particular, the Court’s power in exercising judicial review in cases interpreting the U.S. Constitution. The course focuses primarily on two topics. First is the doctrine of Separation of Powers: examining the structure and interrelationship of the three branches of the federal government, Congress, the Executive Branch, and the federal judiciary. Second is the doctrine of Federalism: the relationship and power distribution between the federal government and state governments. In addition, all sections devote part of the course to an introduction to at least one aspect of the large field of individual constitutional rights. The specific rights covered vary by instructor. Among the possible topics are: the Equal Protection Clause and Due Process Clause of the Fourteenth Amendment, the First Amendment, and/or the Fifth Amendment’s Takings Clause. Students who wish to gain a deeper understanding of these topics are strongly encouraged to take Constitutional Law II.

LAWS 4166 Constitutional Law II: Individual Rights (3 Credits)
Topics vary from semester to semester and may include the following: Sexuality, Individual Rights, Causation, Poverty and First Amendment. This course provides upper level students exposure to constitutional issues not covered in the basic required Constitutional Law course.

LAWS 4168 Constitutional Litigation Seminar (3 Credits)
This course examines individual and class action litigation brought against government officials for the violation of constitutional rights under 42 U.S.C. section 1983, the primary federal civil rights statute, and other civil rights statutes. The historic interplay between substantive Constitutional law and traditional doctrines of tort liability has developed into an entire body of law under section 1983 that any civil rights or government lawyer must regularly confront. The seminar focuses on the most critical substantive issues in pursuing Constitutional litigation. This includes the history and purposes of section 1983; the elements of constitutional torts; rules governing liability of government officials and municipal liability; immunity doctrines; remedies; jurisdictional and procedural barriers to section 1983 litigation; and recovery of attorney’s fees. The class also discusses the availability and viability of alternative remedial mechanisms to section 1983. Prerequisites: LAWS 4165 and LAWS 4166.

LAWS 4169 Constitutional Law Writing Seminar (3 Credits)
This course satisfies the Upper Level Writing requirement (ULM). Permission by instructor only.

LAWS 4175 Contracts (4 Credits)
Consideration of the restatement of contracts and the relevant provisions of the Uniform Commercial Code. Legal protection accorded contracts: remedies and measure of recovery; damages; specific performance; restitution. Elements of agreement: preliminary negotiations; agreements unenforceable for indefiniteness; mutual assent. Consideration and the seal; bases of contractual liability; consideration; reliance and estoppel; mutuality. Problems of offer and acceptance; termination of offeree’s power of acceptance; contracts concluded by correspondence; unilateral contacts—notice, knowledge, revocation of offer; contracts implied from conduct. Special problems of consideration. Third-party beneficiaries. Assignment. Effects of changes or unforeseen circumstances. Conditions in contracts--problems of draftsmanship: express and implied conditions; conditions precedent, subsequent and concurrent; severability of contract provisions. Procedures after default. The Statue of Frauds.

LAWS 4178 Contracts Drafting (3 Credits)
This course addresses the perspectives and skills that a lawyer must develop in order to assist clients with transactional work and aligning business objectives and contracts. In addition to delving deeper into selected areas of substantive contract law, students read materials that focus on writing and interpreting contractual provisions. Because a core focus of the class is writing for contracts, students regularly engage in drafting exercises to hone their drafting skills. The course also focuses on negotiation in a transactional setting, and how discussions with both clients and other parties can distill the key business terms that are to be reflected in a contract. Although substantive law and theory is utilized throughout the course, the primary objective of the course is exposing students to some of the practical, real-world skills essential to a transactional law practice.

LAWS 4179 Construction Law Seminar (3 Credits)
This course examines the legal relationships, obligations, rights, and remedies that govern the diverse parties to a construction project, including owners, lenders, contractors, material men, sureties, insurers, subcontractors, laborers, and others. A substantial portion of construction law (and accordingly, the primary focus of this class) is advanced contract law. Experience in the construction industry is not required, but those students who are unfamiliar with construction will benefit from spending a little extra time learning basic construction concepts and processes.

LAWS 4181 Corporate Drafting Seminar (3 Credits)
Corporate drafting focuses on writing responsive, lucid, unambiguous corporate documents. Students assume the role of the in-house counsel and other members of the corporate negotiating team as the team structures, negotiates, drafts, and implements corporate transactions. This course requires extensive writing. This course satisfies the Upper Level Writing requirement (ULW).
LAWS 4185 Business Entities (4 Credits)
The course provides an overview of the differences in the operation of a trade or a business as an LLC/LLP, an S-Corporation and a C-Corporation. The class offers an overview of the state law requirements for the operation of each type of business (Model Business act and LLC/LLP state statutes) and the difference in the tax treatment for each type of business. The objective is to give students a basic understanding of some of the do's and don'ts for each business and how they might advise a client as to the preferred business form in typical factual situations. The class explores both the legal and tax effects during the life cycle of any business, including formation, operation, distribution, redemption, sale of an interest, liquidation, mergers and divisions, and the death of the owner. Prerequisite: LAWS 4100.

LAWS 4186 Corporate Taxation I (3 Credits)
The federal income taxation of corporations and their shareholders with emphasis on the creation of the corporation, establishment of its capital structure, operational alternatives, distribution to shareholders, stock dividends and redemptions, personal holding company, and accumulated earnings tax. Cross listed with TAX 4200.

LAWS 4187 Corporate Taxation II (3 Credits)
A continuation of Corporate Taxation I with emphasis on corporate reorganizations, operation, liquidation of subsidiary corporations and corporate division, and carryover of tax attributes. Cross listed with TAX 4300. Prerequisite: LAWS 4186.

LAWS 4188 Corporate Taxation III (3 Credits)
Advanced corporate taxation problems with emphasis on collapsible corporations; liquidations; detailed study of sections 305, 36, 307; loss carryovers and Subchapter S corporations. Cross listed with TAX 4330. Prerequisite: LAWS 4186.

LAWS 4190 Corporations (4 Credits)
Corporations provides students with a basic introduction to corporations, including the roles of shareholders and creditors. The instructor also covers the various duties and liabilities of offices and directors, and supplies a brief overview of the applicability of the federal securities laws.

LAWS 4195 Criminal Law (4 Credits)
The course explores the definition of crime and criminal liability.

LAWS 4197 Victim's Rights (3 Credits)
Victim's rights has emerged as an important arena for the criminal justice field in the 21st Century. Anyone planning a career in criminal justice will want to engage in this seminar class to learn about the law and its application to victim's rights. This class is designed to explore beyond advanced criminal procedure the role of the criminal justice system and its response to victim's. In-depth discussions will be held about victim's rights and criminal procedure.

LAWS 4200 Criminal Procedure (3 Credits)
Criminal Procedure outlines Constitutional and other rules regulating pretrial evidence acquisition by government officials in criminal matters. The course commonly includes the following topics: an overview of criminal justice administration; arrest; search and seizure; the exclusionary rule and its administration; wiretapping electronic eavesdropping; entrapment; interrogation; and confessions and lineup practices.

LAWS 4201 Death Penalty Jurisprudence (3 Credits)
The course is designed to make students aware of the substantive body of law surrounding the modern death penalty and the policy issues raised by the law. The course begins with the class constructung a fair death penalty. Students decide whether they, as the omnipotent legislature, want a death penalty. Then, students construct one that is fair, just and humane, and that achieves the goals that they have established for their death penalty.

LAWS 4202 Disability Law (3 Credits)
This course examines the growing area of disability law. Topics to be covered include discrimination based on disability in employment and public accommodations, as well as the requirement for educational institutions to provide special education services to disabled students. Relevant federal statutes are examined, including the Americans with Disabilities Act (with special emphasis on the ADA Amendments Act of 2009), Section 504 of the Rehabilitation Act, and the Individuals with Disabilities in Education Act.

LAWS 4203 Elder Law (3 Credits)
The course explores a range of issues relevant to legal counseling of elderly clients, such as mental and physical impairments, public assistance, Medicaid, social security, 'nursing homes, guardianships, trusts, and right to die issues.

LAWS 4205 Survey of Employment Law (3 Credits)
This course provides a broad overview of the field of employment law. It begins with an exploration of the employer/employee relationship and the "at will" rule. It then addresses various constitutional, statutory, and common law doctrines that tend to be applied to the employer/employee relationship, often as exceptions to the "at will" rule. Contract, tort, and anti-discrimination doctrines are covered, as well as constitutional doctrines addressing free speech and privacy in the workplace, and regulatory regimes addressing wages and hours. Finally, this course explores the post-employment relationship, including trade-secrets and non-competition agreements. These topics are addressed at both a theoretical and practical level.

LAWS 4206 Environmental Law Clinic (3 Credits)
The goal of the Environmental Law Clinic of the Student Law Office (SLO) is to protect the environment and public health, while teaching students practical legal skills that will translate into any practice area. Students applying for the Environmental Law Clinic are asked to select between two tracks: the Federal Wildlife Project or the Colorado Urban Project. Students who select the Federal Wildlife Project (FWP) track in the Environmental Law Clinic will work on the preservation of endangered species and their habitats throughout Colorado and the western United States. Students who select the Colorado Urban Project (CUP) track in the Environmental Law Clinic will work to address the emerging environmental issues along Colorado’s urban Front Range. This is a yearlong course with 3 out of class credits for this course and 3 in class credits through the corequisite course. This course may satisfy the Upper Level Writing Requirement (ULW). Corequisite: LAWS 4802. Prerequisite: LAWS 4235 and LAWS 4425.
LAWS 4210 Energy Law (3 Credits)
Energy Law presents the regulation of production, conversion, transportation, distribution and pricing of fossil, hydro, nuclear, and other conventional sources of primary energy. It also offers insight into the regulation of renewable energy resources, including energy from the sun, wind, biomass, oceans, earth (geothermal), and rivers (including low-head hydro). There is an emphasis on new legislative and judicial development relating to these various energy sources. The course is taught in a seminar format, and students present and critique classmate papers as part of the class. This course satisfies the Upper Level Writing requirement (ULW).

LAWS 4214 Copyright Law (3 Credits)
This course covers the major copyright law doctrines. Topics include the subject matter of copyright, the scope of protection, rights conferred, infringement doctrines, defenses, remedies, and attention to particular industries and recent development in the law. Recommended prerequisite: LAWS 4310.

LAWS 4215 Entertainment Law (3 Credits)
Entertainment Law focuses on issues that have an impact on the entertainment industry. Topics include copyright; service and trademark; licensing; publishing; unfair competition; antitrust; agency; and labor law. The class also explores publishing agreements.

LAWS 4218 Discovery Practicum (3 Credits)
Most civil litigations never get to trial. Instead, these cases are settled after the discovery period has revealed the strengths and weaknesses in the case. This course focuses on the instruments, rules, and case law governing discovery of information in litigation: interrogatories, document requests, requests for admissions, and depositions. It is taught in the form of a “whole-course simulation,” which means students will represent a party and have an opposing counsel in a simulated litigation throughout the course. Students prepare and serve discovery documents (just as in practice), take, defend, and act as a witness in a deposition, and reach a settlement of the case at the end of the course. Because of the nature of the course and the many practice documents prepared during the semester, there is no final examination. This course will satisfy the Upper Level Writing requirement (ULW). This course is a “Carnegie Integrated Course.”

LAWS 4219 Environmental Ethics & Justice (3 Credits)
This course provides a broad analytical consideration of ethical environmental policy-making. Students consider the historical aspect of environmental ethics as the various ethical approaches to making a decision concerning the environment. The class also explores the roles that the law, economics, and society’s values play in environmental ethics.

LAWS 4220 Environmental Law (3 Credits)
Environmental Law covers the major federal laws and programs for environmental protection. These laws and programs include the National Environmental Policy Act; Clean Water Act; Clean Air Act; Resource Conservation and Recovery Act; and Comprehensive Environmental Response, Compensation and Liability Act (CERCLA). Although the course focuses primarily on federal statutory law, it also incorporates some discussion of common law remedies. Recommended prerequisite: LAWS 4025.

LAWS 4224 Employment Law Benefits (3 Credits)
This course is a statute and case law course that introduces students to Employment Retirement Income Security Act (ERISA), the important federal law that controls the design and operation of virtually all employee benefit plans. The course offers students an understanding of the application of ERISA and how ERISA issues arise in business and private law practice. The classroom scenarios include lecture, problem solving and role playing to identify the kinds of experiences students are likely to experience in private practice.

LAWS 4225 Estate and Gift Taxation (3 Credits)
This course is a study of the federal estate tax; federal gift tax; and federal generation skipping transfer tax.

LAWS 4227 Employment Discrimination Law (3 Credits)
This course concerns federal constitutional and statutory law that prohibits discrimination in the workplace, including regulation of both private employers and the federal government. The course covers theoretical issues, such as the definition of equality, and practical problems that involve the complex procedural requirements of the applicable statutes.

LAWS 4228 Employment Law Seminar (3 Credits)
Students select topics relating to current issues in labor and employment law and will write publishable articles based on independent research. Students present their papers to the class toward the end of the semester. This course satisfies the Upper Level Writing requirement (ULW).

LAWS 4230 Estate Planning (2 Credits)
Estate analysis, including fact gathering and the analysis of data; the psychological aspects of “role playing” in estate planning; the members of the team (the attorney, the CPA, the life underwriter, the trust officer); life insurance in an estate and business planning context; planning with trusts, including revocable, short-term, and irrevocable; the transfer of a closely held business interest from one generation to the next, including full and partial stock redemptions, cross purchase agreements, private annuity, installment sale, retirement, recapitalization, qualified and nonqualified plans of deferred compensation; special estate planning considerations for the professional corporation, the highly paid executive, and the farmer and rancher; specific cases analyzed.

LAWS 4232 European Union Law (3 Credits)
The European Union (EU) has been described as the 21st century’s newest superpower. Bearing in mind the rapidly growing importance of the EU, this course introduces EU law, and emphasizes its historical underpinnings, institutional framework, legal procedures, and internal market. Moreover, emerging policies (e.g. enlargement, environment) are considered. The course examines these topics in the context of European political integration and where appropriate, the ongoing tension in the trans-Atlantic relationship between the EU and United States.
LAWS 4235 Evidence (4 Credits)
This required course is an introduction to procedural rules that regulate the use of evidence at trial, including coverage of the mode of examination, relevance, impeachment, character evidence, hearsay, expert evidence, and privileges. Particular attention is paid to the Federal Rules of Evidence.

LAWS 4236 Election Law (3 Credits)
This course examines Federal Election Law, specifically the Voting Rights Act; federal legislative districting; federal regulation of political parties; and the evolution of federal campaign finance law. The course does not address state campaign finance issues, ballot initiatives, or term limits. However, it may touch on those topics if time permits.

LAWS 4237 Evidence Practicum (3 Credits)
This practicum is designed to help students build trial skills and make the transition from evidence law learned in the classroom to evidence used in the courtroom. It provides simulation-type experiences requiring students to understand the foundations required to admit different kinds of evidence, to anticipate evidentiary issues, to make and to respond to objections, and to prepare examinations designed to avoid objections. The course supplements Trial Practice by focusing heavily on the rules of evidence. Prerequisites: LAWS 4365 and LAWS 4235.

LAWS 4238 Exempt Organizations (2 Credits)
The statutory exemption for “charities,” social welfare and social clubs, homeowners’ associations, fraternal orders, employee benefit organizations, mutual or cooperative companies, business and professional leagues, labor unions, exempt organizations, property title companies, federally organized or chartered organizations, and political organizations’ activities, funds, and lobbying activities; prohibited transaction rules; the private foundation; the unrelated business and debt-financed income tax exposures; excise tax exemptions; administrative appeal and declamatory judgment procedures; anti-discrimination considerations; charitable contributions. Crosslisted with TAX 4430.

LAWS 4240 Family Law (3 Credits)
This course is an examination of laws that involve and/or regulate families. Students learn the legal rights of families in cases incidental to marriage or without marriage. This includes child-parent relationships and the dissolution of marriage. This class also provides students with an understanding of new familial relationships.

LAWS 4250 Federal Courts (3 Credits)
This is an advanced public law course that examines the role of the federal courts in our constitutional system. It focuses on the federal courts’ role and power in relation to the other branches of the national government (separation of powers) and in relation to state and local governments (federalism). Specific topics include: the organic judicial powers of the federal judiciary, including Article III’s Case or Controversy requirement; congressional power to restrict or expand federal jurisdiction, the Supreme Court’s power to review state court rulings on federal law by direct appeal and on collateral review (habeas corpus), federal question jurisdiction, federal civil rights law under 42 U.S.C. § 1983, and many of the doctrines that limit federal judicial power to provide remedies to parties whose federal constitutional and civil rights have been violated, including official immunity, state sovereign immunity, and the abstention doctrines. It is highly recommended for students interested in pursuing federal judicial clerkships and/or careers in federal civil rights litigation, government representation, or other federal litigation.

LAWS 4251 Federal Wildlife Law (3 Credits)
This course covers federal wildlife law beginning with the Constitutional underpinnings of federal wildlife law. It focuses on the Endangered Species Act with some coverage of the Migratory Bird Treaty Act. The course takes new approaches to species and habitat preservation, paying particular attention to Colorado species.

LAWS 4259 Global Climate Change Law and Policy (3 Credits)
As concern over the threat of global climate change spreads, action on greenhouse gas emissions (GHGs) is increasingly commanding attention. This seminar consists of supervised research and writing on the issue of climate change and the legal and policy responses. The course focuses on the effects of climate change on development and the environment in industrialized and developing countries and the laws in the international, regional and domestic arenas that address the problem.

LAWS 4260 Gender and the Law (3 Credits)
This course examines the role of gender in many areas of the law, including employment discrimination and reproductive rights. Provides perspectives on the effects of gender-based hierarchy on the structure of the law and legal processes. Explore contemporary feminist jurisprudence and the impact of women in the legal profession.

LAWS 4262 Sexual Orientation Law Seminar (3 Credits)
This seminar offers an opportunity for students of any or no sexual orientation to study the relationship between law and sexual orientation to study the relationship between law and sexual orientation. Historically, law in the United States consistently and pervasively regulated the realm of human identity and behavior we call sexuality. Questions and claims challenging traditional assumptions about sexual orientation surfaced in the last twenty-five years. Our study of sexual orientation and law allows us to view the relationship between law and society through a new lens, that of sexual orientation. Specifically, we examine issues of sexual orientation arising in areas ranging from constitutional law criminal law, employment law, family law, health law, immigration law, to tax law. We discuss some or all of the currently controversial issues relating to sexual orientation and law, including such topics as the proliferation of both nondiscrimination laws and anti-gay initiatives like amendment 2 in Colorado, the constitutionality of laws prohibiting specified sexual behavior between different-sex and same-sex adults, the constitutionality of laws limiting the right to speak about sexual identity, public and private employment discrimination against gays and lesbians including the military ban on persons who are openly gay or lesbian, and discrimination against same-sex couples with respect to marriage, parenting, health benefits, and taxes.
LAWS 4265 Government Contracts Seminar (3 Credits)
This seminar provides an in depth examination of the unique statutory, regulatory and administrative process used by the U.S. Government when it annually spends more than $1 trillion taxpayer dollars to contract for goods and services used by Federal departments and agencies. Topics include the contract award and contract administration processes, with an emphasis on practical solutions to issues which routinely confront attorneys who advise businesses that do business with the Government.

LAWS 4276 Health Law (3 Credits)
This survey course introduces students to how the legal environment of health care shapes both its quality and its distribution. The course begins with a foundation in how health care is both provided and financed in the U.S., including managed care, Medicare, and Medicaid. This foundation sets the stage for studying the laws and policies that impact health law, including ERISA, antitrust, fraud and abuse, the False Claims Act, Stark, and HIPAA. This course does not focus on bioethics or medical malpractice. Students must submit a publishable quality paper on a health law topic approved by the professor. This course will satisfy the Upper Level Writing requirement (ULW).

LAWS 4277 Holocaust Seminar (3 Credits)
This class focuses on conceptions of individual and state accountability. By understanding how the Holocaust occurred, and how individual and collective acquiescence combined with affirmative conduct, we can begin to grasp the complex web that created a moment in time where morality and civilization were abdicated and almost eradicated. We examine how law, culture, power, ignorance and fear combined to create the Final Solution, and how conceptions of moral agency and accountability were forged in flames that marked the death camps. Students read narratives of resistance and collaboration and historical accounts of how the U.S., Europe and religious institutions interacted with the Third Reich. Through the readings and discourse that follow, students have the unique opportunity to question what constitutes moral agency and how individuals and cultural systems should be held accountable for circumstances that created the Third Reich and its ideology. This class is interdisciplinary thereby integrating law with literature, political theory and philosophy. Prerequisite: instructor’s permission.

LAWS 4280 Hughes Research Seminar (1-5 Credits)
Topic of Seminar to be determined by Hughes Research professor teaching the course.

LAWS 4288 International and Human Rights: Indigenous Peoples (3 Credits)
This course explores some of the major contemporary legal issues facing indigenous peoples across the globe. The course covers issues as far ranging as: how indigenous groups are defined under the law; ethical and legal issues pertaining to indigenous self-governance including the tension between minority rights, individual rights, and democratic precepts; the uneasy application of self-determination law to indigenous self-governance; the implications of human rights, environmental, intellectual property, and international trade regimes for indigenous peoples; and international legal texts affecting indigenous peoples, such as the United Nations Declaration of the Rights of Indigenous Peoples. At the option of the individual student, this course can be used to satisfy the Upper Level Writing requirement (ULW).

LAWS 4290 Human Rights Law (2 Credits)
The course provides an introduction to international civil and political rights and economic, social, and cultural rights in the international arena. It also covers the means available to protect such rights of the individual and groups. The focus is on the implementation part at the United Nations and other international, regional and national settings. Prerequisite: LAWS 4320.

LAWS 4292 Individual Tax Problems (3 Credits)
Using the Internal Revenue Code and the Federal Income Tax Regulations as a basis, substantive issues relating to individual taxation are covered. Areas included are general concepts of gross income, individual employee benefits and deductions, charitable deductions, alternative minimum tax, deductibility and classes of interest, office in home and vacation homes, and a general overview of the interrelationships of various statutory and non-statutory principles. Cross listed with TAX 4020.

LAWS 4295 Immigration Law (3 Credits)
This is a study of the historical development and current jurisprudence in American immigration law. The course examines such concepts as sovereign authority, exclusion, expulsion and asylum, and current developments in the area.

LAWS 4298 Immigration Law Advanced (3 Credits)
This course provides theoretical and practical approaches to the representation of non-citizens in removal proceedings. This course is designed for students who have an interest in practicing immigration law with a focus on deportation and removal practice before the Department of Homeland Security, the Executive Office for Immigration Review, and the federal courts. The goal of this course is to give students a theoretical framework for identifying and assessing immigration issues, including immigration consequences of criminal convictions, and for formulating strategies for effective prosecution and representation of non-citizens in removal proceedings. The instructor also teaches the practical tools and procedures, which students may apply to actual case representation. Prerequisite: LAWS 4295 or an immigration related externship.

LAWS 4300 Federal Indian Law (3 Credits)
This introductory course surveys the body of “Federal Indian Law,” focusing on the legal relationship between Indian nations and the United States, including implications of this relationship for states and individual citizens. The course covers the historical origins of federal Indian common law, the development of federal Indian policy, and tribal sovereignty in the modern era (tribal property, jurisdiction, criminal and civil governance, and economic development including gaming). It may provide a brief introduction to the Indian Child Welfare Act, religious and cultural freedoms, tribal law, and indigenous peoples in international law, if time allows.
LAWS 4303 International Criminal Law Practicum (3 Credits)
In this course, the class collectively analyzes the genocide, war crimes and crimes against humanity charges against an accused in a major international tribunal prosecution. Each student is assigned witnesses in the case and is expected to analyze that testimony and record their work in the case database using Casemap software meticulously following previously established protocols. The work involves the students learning the nature of the conflict generally, thoroughly learning the indictment against Taylor, getting up to speed on the law of war crimes and crimes against humanity, and finally assessing the witness testimony for relevant facts and attributing those facts to the legal outline in the case.

LAWS 4304 Insurance Law (3 Credits)
A comprehensive overview of laws, standards, concepts and remedies related to Insurance, including: interests protected by Insurance; selection and control of risks; insurable interest; the principle of indemnity; types and classifications of Insurance; making, dealing with and termination of insurance contracts; underwriting and claims handling; regulation of Insurance and insurers; subrogation; and extra-contractual liability. This course will satisfy the Upper Level Writing requirement (ULW).

LAWS 4309 International Law and the Use of Force (3 Credits)
This course deals with the two aspects of the use of force by countries: the initial decision to resort to force and then the regulation of that force once the conflict begins. In 1945, the United Nations Charter set out to prohibit the resort to force by its member states except in two limited situations: self-defense or where authorized by the Security Council. The Geneva Conventions and its protocols, as well as customary international law, regulate how that force is applied. The subject of this course is how these provisions have been interpreted since 1945 and trends in the law that will guide us in the future.

LAWS 4310 Introduction to Intellectual Property (3 Credits)
This survey course covers the basics of United States intellectual property law, including patents, copyrights, trademarks, and trade secrets. The course addresses the policies underlying the protection of intellectual property and compares the different ways organizations and individuals can use intellectual property to protect their interests. This course is intended both for students who want an introduction to intellectual property and for those who intend to pursue a career in intellectual property law.

LAWS 4315 International Business Transactions: Survey Course (3 Credits)
This course provides students with a general overview of international business transactions. The course examines the legal framework of international sales transactions including the commercial terms of the sales agreements, shipping contracts, insurance, financing arrangements and customs documentation. The course also examines the foreign direct investment transaction, international franchise and distribution agreements. The regulation of international business is reviewed, with special attention to the World Trade Organization agreements and regional trade areas.

LAWS 4317 International Environmental Law (3 Credits)
This is an introduction to International Environmental Law -- the expanding field of multi-nation treaties, laws, judicial decisions, policies, practices, and politics governing the global environment. IEL backgrounds students on the 21st century’s hottest international law topics -- sustainable development, climate change, transboundary air and water pollution, natural resources development, international trade, toxic waste and recycling, and protection of wildlife, ecosystems, human life, and human rights.

LAWS 4318 International Business Transactions: Federal Regulation (3 Credits)
IBT: Federal regulation examines the ability of the federal government to control international trade. The focus of the course is US export controls, embargoes, anti-terrorism regulations that apply to international commerce, and the Foreign Corrupt Practices Act. Students prepare a compliance program integrating these regulations into a workable framework for a company.

LAWS 4319 International Human Rights (3 Credits)
The seminar begins with a general overview of international human rights as put forth in the International Bill of Rights. The second part of the course focuses on the emerging area of corporate social responsibility and human rights. The last part of the seminar consists of student presentations on the topics of the research papers required for the course. This course will satisfy the Upper Level Writing requirement (ULW).

LAWS 4320 International Law (3 Credits)
International Law is the foundational course in public law, treaties, systems, and policies that bind nations into a world community of law. The class places special emphasis on the origins of international law; statehood; international responsibility and claims; use of force; and human rights.

LAWS 4341 International Commercial Arbitration (3 Credits)
This course uses the Willem C. Vis International Commercial Arbitration Moot Competition to give students practical skills-based training in the most important aspects of international commercial arbitration and international sales law. The Vis Moot is based on a problem governed by the U.N. Convention on Contracts for the International Sale of Goods (the “CISG”).

LAWS 4342 International and Comparative Mining Law (3 Credits)
The course deals with basic concepts of mineral law, as practiced in various jurisdictions. This includes exploration, mining and environmental protection and reclamation issues. It then focuses on the current evolution and legal and policy status of mining legislation, mineral investment agreements, and major actors. Students completing this course develop a basic understanding of the general approaches, legal frameworks, policies and agreements used to regulate the mining industry in key jurisdictions outside the United States. This course is taught in Spanish.
LAWS 4343 International and Comparative Petroleum Law (3 Credits)
The course deals with basic concepts of international law relating to petroleum investment, current elements of petroleum legislation, and petroleum investment agreements (production-sharing, concession, joint venture, service, management contracts). Also, students explore such aspects of petroleum law as dispute settlement and legal status. The instructor will discuss the major actors (international petroleum companies, state petroleum enterprises, Ministries of Energy) and their legal and policy status. Students completing the course leave with a basic understanding of the general approaches, policies, and agreements used to regulate the petroleum industry in key selected jurisdictions outside the United States.

LAWS 4344 International Tax (3 Credits)
Introduction to U.S. international taxation with an equal emphasis on inbound and outbound transactions. Resident and nonresident alien taxation, withholding taxes, effectively connected (business) income, foreign investment in U.S. real estate, tax treaties, branch taxes, earnings stripping, conduit financing rules, foreign earned income exclusion, classification of foreign entities, foreign tax credit, foreign personal holding companies, controlled foreign corporations, passive foreign investment companies, export transactions, Subpart F manufacturing rules, outbound property transfers, and transfer pricing. Cross listed with TAX 4420.

LAWS 4345 Jurisprudence (3 Credits)
The course is designed to introduce several contemporary modes of legal thought. The course is an exploration and critical evaluation of these differing perspectives on law are pursued to foster an understanding of the interdependency between legal philosophy and legal decision process, the role law plays in our culture, and the social and philosophical impediments to law's effectiveness.

LAWS 4347 International Environmental Law in Latin America (2 Credits)
This course examines the role of international law in promoting cooperative solutions to some of the most pressing environmental problems confronting the planet. The course begins with an introduction to the international law framework within which international environmental law has developed, and emphasizes the relationship between international environmental law and international human rights law. The course then uses several case studies to analyze the legal regimes that have developed to address environmental problems of particular relevance to Latin America, including protection of biodiversity, climate change adaptation and mitigation, and protection of water resources. This course is taught in Spanish.

LAWS 4348 International Criminal Procedure and Practice (3 Credits)
The International Criminal Court and the various international and internationalized tribunals such as the International Criminal Tribunal for Rwanda and for the former Yugoslavia prosecute a unique and evolving set of international criminal laws designed to end the impunity of military and political leaders engaged in mass violence. The post-World War II Nuremberg trials were the first attempt to use tribunals to hold individuals criminally responsible. Later, the Nuremberg present was the basis of the creation of ad hoc war crimes tribunals for the former Yugoslavia and Rwanda in the early 1990s, which then opened the door to other tribunals such as the Special Court for Sierra Leone, the Extraordinary Chambers for Cambodia and the International Criminal Court. The practitioners of the tribunals represent the range of cultures, mores and legal traditions of the world. These varied experiences create different expectations as to the conduct of proceedings and what amounts to procedural fairness. This course studies the rules of procedure and practice that have developed at the international tribunals in the multi-cultural context.

LAWS 4350 Juvenile Law (3 Credits)
This course examines the legal parameters surrounding juveniles. Students gain a basic understanding of juvenile law, such as the legal definition of who is considered a child and the allocation of power between the state, parent(s), and the children. The class examines what protection the Constitution provides children and the historical development and philosophy of juvenile justice to understand the foundation of juvenile law. The focus of the class also includes an examination of rights of abused children and children who are delinquents and status offenders.

LAWS 4351 International Mergers and Acquisitions (3 Credits)

LAWS 4355 Labor Law (3 Credits)
Labor Law provides a background of modern labor relations law and union pressures with an historical review of the laws that shape this field. Laws covered include the National Labor Relations Act; National Labor Management Relations Act; Labor-Management Reporting and Disclosure Act of 1959; Civil Rights Act of 1964; employer unfair labor practices; union unfair labor practices; internal affairs of labor organizations; collective bargaining and settlement of labor disputes; and state labor legislation. Also, it explores employer and union labor practices and manners in which disputes concerning these practices may be resolved.

LAWS 4358 Land Conservation Transactions (3 Credits)
This course covers the fundamental law and principles related to land conservation. It is a research based class, and students are responsible for researching, presenting information and drafting regarding a specific conservation project. This course provides all the background necessary to allow students to conduct a meaningful research foray in and to create conservation easements for land conservation.

LAWS 4360 Land Use Planning (3 Credits)
This course examines government controls used in the regulation of land use and development and the urbanization of the built environment in cities and metropolitan areas in the United States. The course includes an analysis of state and local laws and federal constitutional issues related to the use of master plans, zoning and land development codes, growth management and smart growth development techniques, as well as the topics of subdivision regulation, eminent domain and urban renewal. Special problems in land use planning studied include exclusionary zoning, regulation of aesthetics, design controls and visual beauty, signs and billboard, religious land use, protection of natural lands and wildlife habitat, regulation of natural resources development, fair housing laws, and the protection of private property rights in the urban regulatory process.
LAWS 4362 Latin American Law (3 Credits)
This course seeks to provide students with a basic understanding of Latin American legal traditions. Intended for students who will come into contact with Latin American law in their work as lawyers, international civil servants, business executives and diplomats. The course examines the civil law tradition and constitutional law issues and current developments, such as Latin American economic integration, reform of the public sector, and the emergence of the Inter-American system for the protection of human rights.

LAWS 4365 Law and Economics (3 Credits)
This course is an examination of selected common law, regulatory law, and Constitutional law issues from the perspective of economic efficiency analysis.

LAWS 4375 Law and Society (3 Credits)
The primary focus of this seminar is on law as a product of the structure of society. The subject matter can be divided into four distinct sections: 1) What factors affect the development of substantive law? This section examines the influence of values, beliefs and norms. 2) Given the existence of substantive law, what organizations develop to carry out the administration of law? Here concentration is on the phenomena classified as legal roles, organizations, institutions, and inter-institutional relations -e.g., juries, the legal profession, courts, legislature, etc. 3) How does law affect social behavior? and 4) What is the role of law in social change?

LAWS 4376 Race, Class & Reproductive Rights (3 Credits)
This course examines how race and class status affect women's reproductive rights and how both legal rules and medical practices in this area rely on stereotypes and enforce norms of "good motherhood" on women. Topics covered include some or all of the following: abortion, contract parenthood ("surrogacy"), cloning, sterilization, embryo freezing, pregnancy-based employment discrimination, criminal prosecutions of women for prenatal substance abuse, and court-ordered Cesarean sections.

LAWS 4379 International Trade Law (3 Credits)
This course examines the law of international trade in goods and services, focusing principally on the law of the World Trade Organization and the General Agreement on Tariffs and Trade. We examine the trading system's rules restraining national restrictions on trade that address, among other things, tariff and non-tariff barriers, discrimination, regionalism, anti-dumping, countervailing duties, and safeguards. The course also spends time considering the relationship between trade and other regulatory areas or social values, such as environmental protection, health and safety standards, human rights, intellectual property protection, and other facets of globalization. This course satisfies the Upper Level Writing requirement (ULW).

LAWS 4380 Hazardous Waste and Toxic Substances (3 Credits)
This practical, hands-on course reviews the major federal environmental protection programs, with an emphasis on the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA or "Superfund") and the Resource Conservation and Recovery Act (RCRA). It also covers Toxic Torts, Underground Storage Tanks, the Clean Water Act, Safe Water Drinking Act, and the Clean Air Act. Other materials may be distributed by the instructor on OSHA, NEPA, TSCA, OPA, the Colorado state voluntary cleanup program (VCUP), toxicology, and immunity issues. The course emphasizes practical application of major environmental laws. Students become familiar with statutory and regulatory schemes, and are expected to be able to identify environmental legal issues and apply environmental laws and regulations to hypothetical problems. JD student prerequisites: LAWS 4220, LAWS 4495, or LAWS 4495. LLM and MRLS student prerequisites: LAWS 4220, LAWS 4450, or LAWS 4495, or be registered to take any of these.

LAWS 4382 Legislative Process: Institutions & Interpretations (3 Credits)
This course is designed to be a three credit introductory course on the legislative process. This course focuses on theories of the process through an examination of theories of representation, theories of deliberation, direct democracy, and due process of lawmaking. Finally, this course will also explore legislprudence. Legisprudence explores theories of statutory interpretation and constitutional/statutory provisions which govern the political process and its participants. This course is intended to serve very practical goals. Students considering careers as legislative drafters, legislative staffers, elected officials, lobbyists or activists should emerge from this course with an understanding of the legislative process and a sense of how courts, agencies, and the executive branch are likely to interpret statutes. This course provides litigators with the tools to convince the courts that their interpretation of a statute is the correct one. For those students whose careers will require advising others about the meaning of statutes, this course helps provide the skills needed to perform that task.

LAWS 4383 Doing Business-Latin America (3 Credits)
Taught in Spanish, this course acquaints students with the legal framework of business transactions in Latin America. The course exposes students to the civil law system used in most Latin American countries and covers selected topics of importance to lawyers advising clients doing business, or seeking to do business in Latin America. Topics may include the development of Latin American law, types of corporate and partnership organization, trade law, foreign investment, intellectual property, taxation of foreign income, environmental and labor standards, and dispute resolution.

LAWS 4385 Lawyering Process I (3 Credits)
The Lawyering Process Course provides first-year law students with a foundation in the essential lawyering skills that are necessary to be an effective, ethical, and professional member of the legal community in a rigorous, supportive learning environment that uses a client-centered approach. The first semester focuses on introducing students to the legal system, legal research, and providing client advice through written analysis.

LAWS 4386 Lawyering Process II (3 Credits)
The Lawyering Process Course provides first-year law students with a foundation in the essential lawyering skills that are necessary to be an effective, ethical, and professional member of the legal community in a rigorous, supportive learning environment that uses a client-centered approach. The first semester focuses on introducing students to the legal system, legal research, and providing client advice through written analysis. The second semester builds on students' research, writing, analytical, and oral presentation skills in the context of advocating for a client.
LAWS 4420 Legal Practice Seminar – Law as a Business (3 Credits)
This course provides an overview of the business functions of a law practice. Students learn how effective law practice administrators and managers base policy and management decisions on a comprehensive understanding of the law firm as a complex and interdependent equation. JD course, open to MSLA students.

LAWS 4421 Introduction to Small Practice Management (3 Credits)
This course provides an introduction to the administrative needs necessary to open and operate a solo or small legal practice. Topics include: administrative needs specific to various types of legal practice; space and facilities; technology; document management systems; malpractice insurance; outsourcing; health insurance; conflicts; and human resources issues.

LAWS 4422 Legal Databases Research (3 Credits)
This course introduces students to a variety of legal databases, both fee-based and free, that can be utilized for conducting effective legal research as a student and practicing lawyer. Students learn to analyze and critically evaluate whether or not a database provides accurate information and resources. Students learn to determine which legal databases are most useful for specific types of information and resource needs. Students learn to construct successful search strategies that can be employed to search a database and find the information required. This course equips students to become expert researchers in the online environment.

LAWS 4424 Legal Spanish for Lawyers (2 Credits)
This course prepares students with basic Spanish proficiency to represent Spanish-speaking clients in the U.S. legal system or to work in Spanish on multinational matters involving Latin America. It combines one-on-one Spanish immersion instruction with a structured classroom component. The Spanish immersion component introduces and builds on each student's legal Spanish vocabulary in areas of law likely to require lawyering in Spanish or in areas identified as priorities by the student. The structured classroom component allows students to practice skills in Spanish, such as client interviewing, intake, and client counseling, through simulations and group exercises. This course is taught in Spanish.

LAWS 4425 Legal Profession (3 Credits)
This required course is the study of the legal profession in American society. Topics include the history, structure, and function of the legal profession; the role of lawyers in the delivery of legal services; standards of professional ethics (including the Code of Professional Responsibility and the Rules of Professional Conduct); professional responsibility problems that confront the legal profession; developments in the delivery of legal services; disciplinary procedures; and admission to the practice of law.

LAWS 4430 Mediation and Arbitration Clinic (3 Credits)
This is a course offering clinical experience in both mediation and arbitration. The student learns mediation skills, performs mediation simulations, and mediates actual cases. Students are oriented to the role of arbitrator, perform arbitration simulations, and attend actual arbitrations. By gaining experience in both roles, students learn which process to choose for resolving a particular dispute. In addition, students learn lawyering skills such as communication, negotiation, problem solving, and drafting agreements. Application must be sent to the Student Law Office for admission to this course. Students will earn 3 out of class credits for this course and 2 in class credits through the corequisite course L4803, Mediation and Arbitration Clinic Seminar. Corerequisite: LAWS 4803. Prerequisite: permission of faculty supervisor.

LAWS 4433 Media Law (3 Credits)
This course addresses the First Amendment, statutory, and common law regimes under which the news media operate in the United States, ranging from the seminal New York Times v. Sullivan to the recent decisions on anonymity for online bloggers. This course is designed to provide opportunities for serious study/discussion of legal issues affecting the news media, as well as opportunities for practical experience in the tasks faced by today's media lawyers. This course satisfies the Upper Level Writing requirement (ULW).

LAWS 4436 Litigation Technology (3 Credits)
Litigation Technology gives students up-close, hands-on learning to prepare and effectively use electronic illustrative aids and demonstrative exhibits in trial and alternative dispute settings. Each student prepares opening statements, closing arguments, and direct and cross-examinations, utilizing litigation software. Students learn to create their own presentations, and how to advocate most effectively using technology.

LAWS 4441 Business Mergers & Acquisition (3 Credits)
This is a transactions based course that focuses on teaching future junior associates practical deal skills in the context of M&A law. The course covers how M&A deals (e.g. asset sales and triangular mergers) are structured, how lawyers interact with various parties to engineer a transaction, the basics of a negotiated document, allocation of value and risk, drafting techniques, advising boards, and due diligence concerns. We work with statutes relevant to M&A transactions (with a focus on Delaware law and the MBCA), federal securities laws (the Act, proxy rules and the Williams Act), and survey tax and antitrust laws. Finally, the course also covers anti-takeover defenses, deal protection devices, and board fiduciary obligations. While the course includes theory and policy discussions, it also incorporates practical assignments, a drafting exercise, and a team presentation. Prerequisite: LAWS 4190.

LAWS 4442 Trial Practice III: Mentors Practicum (3 Credits)
Advanced Trial Practice: Mentors Practicum is a year-long, skills-based course for law school students seeking to refine their trial skills, and improve their understanding and application of evidence and criminal procedure, through teaching these skills to local area high school mock trial students. The course consists of two classes a week. The first takes place at the law school. This weekly class involves case analysis and evidentiary discussion, resulting in the law students preparing their lesson plans to be taught to the high school students. Lesson plans include trial topics such as case analysis and evidentiary discussions, direct and cross-examination, objections and the rules of evidence, opening statements, closing arguments, and development of theme and theory. The second weekly class takes place at a local area high school, where the law students act as mentor-coaches to high school mock trial teams.
LAWS 4444 Medical Malpractice (3 Credits)
This course is a study of the various types of medical malpractice claims, and special issues encountered in medical malpractice litigation. Students learn how to select and prepare medical negligence cases for trial, with focus on the use of discovery tools in medical cases, hiring and working with medical experts, and explore settlement, subrogation, and probate approval for the settled claims of a minor. Medicine is central to medical malpractice litigation, so students are also exposed to concepts in anatomy, physiology, pathology, medical terminology, and medical records in this course.

LAWS 4445 Mining Law (3 Credits)
This course provides the basic framework of mining law. It begins with the acquisition of title to and development of deposits of hard minerals and energy resources under the mining and mineral leasing laws of the federal and state governments in the western United States. Next, it emphasizes the practices and procedures of the various proprietary and regulatory agencies responsible for the management and administration of public lands. Finally, students learn how to resolve competitive demands for exclusive and multiple use of public lands for mineral production and conservation.

LAWS 4446 Multiculturalism, Race and the Law Seminar (3 Credits)
This course is designed to examine the interstices of cultures, race, identity and the law as manifested in legislation and jurisprudence. Through case law and articles, we uncover and examine the ways in which legal systems define and promote certain racial and cultural activities, identities, and classifications and discourage others. Some are advanced as legitimate, and deserving of protection, and others not so. These endorsements have a significant impact on the makeup of American society. We see ourselves as a melting pot of cultures and peoples from all over the world, but do our laws really promote this vision? Have our laws evolved to promote racial and cultural harmony, or to discourage it? While most discussion focuses on these issues as they appear in the United States, we also discuss cases and materials from other nations, including Australia, Canada, India, Israel, Europe and Africa. Race and culture have played a pivotal role in historical and current political events and these will also be examined from a global perspective. There is no final exam, but written work is assigned throughout the term, and a final research paper is required.

LAWS 4450 Natural Resource Law (3 Credits)
The course is designed primarily for students who wish to have an introduction to and an overview of the entire natural resources law area in one course. Students survey the primary natural resources subject matter areas: water law; mining law; oil and gas law; public land law; environmental law; and energy law.

LAWS 4452 Economics of Natural Resource and the Environment: Policy, Markets, and Economic Measurement (3 Credits)
This course deals with the basic concepts of financial evaluation of a natural resources project. The emphasis is on financial evaluation topics and issues relevant to a lawyer’s participation in a project. Students are introduced to the time-value of money; spreadsheet analysis; discounted cash flow; and spreadsheets, with relevancy to negotiations. Students are encouraged to consult with the director of this program before enrollment.

LAWS 4454 Psychiatry and the Law (3 Credits)
This course explores the relationships between psychiatry, psychology, medicine and the law. Subjects to be covered include: DSM-IV diagnoses and psychopharmacology; sanity and competency determinations; role of mental health experts in the court; special issues involving the mentally ill and death penalty; issues particular to juvenile offenders; third party protections and reporting requirements in child abuse and danger to third parties; civil commitment and involuntary treatment of the mentally ill; malpractice including professional misconduct and sexual boundary violations, and standards of mental health care; professional ethics in medicine and the law; law of informed consent and proxy decision making for medical treatment; confidentiality; clinical and legal aspects of end of life care; and prisoners’ rights in correctional settings including sex offender treatment. Readings include landmark state and federal decisions shaping each of these areas, along with readings from legal and mental health literature.

LAWS 4455 Negotiation and Mediation (3 Credits)
The course examines principles of negotiation, bargaining and dispute problem solving. Builds the development of skills in negotiation and later mediation. Principles of problem solving introduced in negotiation are further developed in an exploration of mediation, it’s legal, economic, skills context and its propriety as a process to resolve disputes in varying circumstances.

LAWS 4462 Negotiating Natural Resources Agreements (3 Credits)
Students completing this course leave with an understanding of the general approaches, and primary issues and motivations pertaining to the negotiation of large, internationally funded petroleum and mining projects. They particularly gain a perspective on the negotiation of first-tier agreements between trans-national companies and governments, and joint venture agreements between private parties.

LAWS 4463 Qualified Pension and Profit Sharing Plans (3 Credits)
An in-depth study of ERISA, labor department rules, and Internal Revenue Code provisions relating to qualified deferred compensation. The course is geared toward an understanding of all the pension and profit sharing rules required for plan qualification, with emphasis on qualified plan planning for both incorporated and unincorporated forms of business. Cross listed with TAX 4120.

LAWS 4464 Natural Resources Distinguished Practitioner Seminar (3 Credits)
The Distinguished Natural Resources Practitioner in Residence Seminar is a “capstone seminar” taught each year in the Spring Semester by a different but prominent natural resource or environmental law lawyer who has extensive experience in energy, resources, or environmental law work. The focus of the Seminar is on skills training, where the skills taught are those that all lawyers need in order to have a successful career in the practice of law. Among the “how-to” skills typically addressed are: (1) how to obtain a job, either as a lawyer or as a law-trained worker; (2) how to obtain and retain clients; (3) how to work in the private sector, government sector, business sector, and in-house sector; (4) how to write; (5) how to work with associates and colleagues; (6) how to deal with technical or scientific matters in a legal context; (7) how to work in the litigation arena, before trial and appellate courts; (8) how to practice or appear before administrative agencies; (9) how to organize and refine a mass of complicated information so that a decision-maker can make sense of it. There is no final exam or paper expected; the grade is usually by class participation and small writing exercises. Prerequisite: permission of instructor.
LAWS 4465 Oil and Gas Law (3 Credits)
This course surveys the various characteristics of oil and gas interests. Topics include mineral rights, and how ownership leases and transfers of these rights should be handled. The instructor also distinguishes the field of oil and gas law on private lands from those in the public domain.

LAWS 4468 Pre-Trial and Discovery Practicum (3 Credits)
This “hands-on” course provides students with a practical understanding of the pretrial process and how discovery procedures shape and impact civil litigation today. The progression of class topics mirror the pretrial process within the context of a hypothetical case. Starting with initial client interviews, class topics include interrogatories, requests for production, electronic discovery, depositions, and expert discovery. Students also consider ethical issues relating to discovery and the pretrial process, and what remedies or sanctions are available for discovery abuses. This course will satisfy the Upper Level Writing requirement (ULW).

LAWS 4474 Patent Law (Advanced) (3 Credits)
This course explores more than a dozen advanced topics in patent law. These issues include claim drafting; international patent applications; opinion letters; remedies in patent cases; security interests; patent ability of software; and patent ability of genetic sequences. While Patent Law is not a formal prerequisite for this course, students who have not taken Patent Law should be prepared to do extra reading in the first few weeks of the semester to familiarize themselves with the basic concepts of patent law.

LAWS 4480 Professional Ethics Seminar (3 Credits)
This seminar begins with brief introductions to ethics in general and professional ethics specifically, and then turns to in depth consideration of theoretical perspectives on lawyer's ethics. For the remainder of the semester the seminar focuses on: (1) Comparative professional ethics: comparing the ethics of other professions—medicine, journalism and business, for example—with the ethics of lawyering. (2) Narrative ethics: stories (from literature, biography, or tradition) and how they inform ethical perception and choice. (3) Topics chosen by students for research and presentation.

LAWS 4481 Partnership Taxation (3 Credits)
Tax treatment of partnership income in the hands of the partner; the conduit rule; problems associated with the formation, operation, and dissolution of the partnership; sale of the partnership interest; withdrawal and retirement of partners; basis adjustments, unrealized receivables, and substantially appreciated inventory. Cross listed with TAX 4320.

LAWS 4483 Patent Litigation (3 Credits)
This is an in-depth study of laws, strategies and tactics of patent litigation. Topics include legal principles, procedures and strategies associated with patent claim construction, infringement, invalidity and unenforceability. Also, students cover patent trial practice with a focus on both the knowledge and practical skills necessary to litigate patent cases.

LAWS 4487 Prosecutor as Protagonist (3 Credits)
This seminar is an in depth examination of the role of the prosecutor in our justice system. Attorney General Suthers leads wide ranging discussions about crime and punishment. Topics discussed and debated include the purpose of criminal sentencing, minimum mandatory sentences, the death penalty, the juvenile justice system, plea bargaining, prosecutor ethics, special prosecutors, criminal justice interest groups, prosecution oversight of police, forensic science, federalization of crime, attorney general activism, jury reform, reform of drug laws, and mental illness in the criminal justice system. Some of the top experts in Colorado on these subjects speak to the seminar participants.

LAWS 4489 Civil and Criminal Tax Procedure (2-4 Credits)
Statute of limitations on assessment/collection of deficiencies, definition of deficiency, restrictions on assessment and collection; statute of limitations on overpayments, claims and suits for refund, and limitations for criminal prosecutions; regulations and rulings—retroactive revocation; administrative settlements, closing agreements and compromises; civil penalties; tax return preparer penalties; civil litigation—injunctions, jurisdiction of Tax Court, District Court, and Court of Claims, small claims procedure, authority to increase deficiencies, choice of forum; jeopardy assessments and termination of taxable years; criminal tax investigations—administrative summons, document production (taxpayer and third party), constitutional protections, common law privileges, strategies; professional responsibilities and ethics for the tax practitioner. Cross listed with TAX 4310.

LAWS 4490 Property (4 Credits)
This course introduces selected topics relating to rights and interests in land and personal property. These topics include estates in land and future interests; private and/or public restriction of land use; conveyancing; interests and estates in land; and landlord/tenant relations.

LAWS 4495 Public Land & Resources Law (3 Credits)
This course provides an overview of law, policy, and procedures governing the third of United States land managed by the federal government for the benefit of all the people. The course traces the interwoven law, history, and economics controlling acquisition and allocation of public lands and resources and examines a selection of significant commercial uses and resource categories of land use practices. Recommended prerequisite: LAWS 4025.

LAWS 4497 Law & Popular Culture (3 Credits)
Why are there so many jokes about lawyers? Why is John Grisham so popular? What explains the success of the “Law and Order” franchise? Does popular culture affect the outcomes of trials? This seminar explores the role law plays in popular culture (for example, how law and lawyers are portrayed and perceived; how law shapes and defines pop culture) and the role popular culture plays in law and in the lives of lawyers (for example, the impact of cameras in the courtroom); should lawyers be allowed to write books and sell their clients’ stories? The reading list includes traditional materials (case law and legal scholarship) as well as movies, novels and other popular culture materials. Recommended prerequisite: LAWS 4425.
LAWS 4988 Public Interest Practicum (1 Credit)
The Public Interest Practicum is one option for students to satisfy the Public Service Requirement. The only satisfying course offered for only zero or one credit, it requires participation of the JD student in a 50-hour, non-compensated, law-related, public interest placement under the supervision of an attorney or judge who has been in practice or on the bench for a minimum of three years. A practicum student must complete the minimum of 50 hours in one of the following settings: judicial internship; government agency; private law firm doing pro bono or low bono work; non-profit (501(c)(3)) organization; or pre-approved uncompensated research project for a faculty member. A student may decide to take the Public Interest Practicum for 1 credit or 0 credit. The Public Interest Practicum for 1 Academic Credit requires a Public Interest Practicum Online Seminar component to supplement the practical experience. The Public Interest Practicum is beneficial for students who are not planning on satisfying the Public Service Requirement through other opportunities.

LAWS 4500 Public Utility Regulation (3 Credits)
This intensive, 1-week course presents law practitioners with recent innovations in the economics and policy of utility regulation. Course features guest lectures with individuals from industry and government sectors that are involved with utility regulation. Students learn the social science of utility regulation and gain insight into how utility regulation is conducted.

LAWS 4506 Energy & Project Finance Law (3 Credits)
This course explores the legal, economic, technological, and policy underpinnings of the Renewable Energy Industry, global warming, and associated implications to the electric utility and transportation sectors. The course addresses both domestic and international perspectives on renewable energy development.

LAWS 4508 Renewable Energy for the 21st Century: Law, Policy & Markets (3 Credits)
Renewable Energy for the 21st Century helps prepare students for future involvement in this dynamic sector. Students are introduced to the policy and legal framework involving renewables and energy efficiency as well as important technological and market-based issues.

LAWS 4509 Renewable Energy: Project Development and Regulation (3 Credits)
This course examines the broad range of legal topics that a renewable energy lawyer must understand in order to practice effectively. We examine the structure, regulation, and functioning of the electric energy industry in the United States. We explore in detail the law applicable to the development, ownership and operation of renewable projects across the spectrum of technologies. Significant emphasis is placed on the practical “real world” issues encountered in developing, financing and operating these projects.

LAWS 4511 Renewable Energy Law (3 Credits)
The development of renewable energy sources has grown exponentially both nationally and worldwide. The increased appetite for renewable energy sources has driven a need for more information about those sources and the significant legal implications arising from the development of those sources. This course is organized by resource—solar, wind, hydropower, biomass, and geothermal. It focuses primarily on critical legal issues in tort, property, and contract areas raised by the expansion of these key renewable energy sources. The course also addresses the role of energy efficiency and some of the broader legal hurdles facing renewable energy use from a nationwide perspective.

LAWS 4520 Remedies (3 Credits)
Remedies provides students with the basic principles and problems of damages, restitution, and equity. Students enter into an investigation of fundamental concepts, such as remedial goals, problems of proof, and the relationship between remedies and substantive rights. The course also explores equitable remedies and alternative remedial devices available in any given situation.

LAWS 4524 Russian for Lawyers I (3 Credits)
This is a unique chance to break stereotypes about Russia! This sequence of courses introduces students to the fundamentals of the Russian language, with emphasis on legal and economic vocabulary. More specifically, this includes vocabulary and reading assignments that involve finance, international trade, stock exchange, and with a special focus on Natural Resources and Environmental Law in Russia. No prior knowledge of Russian is required.

LAWS 4525 Russian for Lawyers II (3 Credits)
This course picks up where Russian for Lawyers I leaves off by continuing to introduce students to the fundamentals of the Russian language, but with an emphasis on legal and economic vocabulary. More specifically, this includes vocabulary and reading assignments that involve finance and banking, insurance, international trade, and stock exchange/securities matters. Prerequisite: LAWS 4524.

LAWS 4526 Sales and Leases (3 Credits)
This course examines the formation and terms, as well as remedies for breach, of contracts for the sale of goods under Article 2 of the Uniform Commercial Code (UCC). The course completes the coverage of Article 2 of the UCC that was introduced in the first-year Contracts course. In addition, the course also examines the provisions on leases in Article 2A, sales transactions involving the use of documents of title (Article 7) and letters of credit (Article 5).

LAWS 4527 School of Mines Exchange (3 Credits)
LAWS 4528 Securities Law (3 Credits)
Students in this course study the statues and regulations regulating the offer and sale of securities by private and public corporations. Course material information pertaining to the Securities Exchange Act of 1934; federal regulation of the public securities markets; insider trading; broker-dealer regulation; tender offers; and public corporations. Recommended prerequisites: LAWS 4190 or LAWS 4048.
LAWS 4529 Securities Litigation (3 Credits)
The main focus of this course is the granting of a security interest in collateral in exchange for a loan and the priority among creditors to the collateral in case the debtor defaults on its obligation to repay. Secured transactions can be involved in a wide variety of legal representations, including transactional matters and litigation. The Secured Transactions Class is designed to provide students with a working understanding of Article 9 of the Uniform Commercial Code and how it comes into play in these transactions. Students who have taken the Commercial Law Survey course should not take this unless they wish to study this subject in greater depth.

LAWS 4530 Secured Transactions (3 Credits)
This course covers the law of secured transactions in personal property. It is not a securities course. Students who have taken the Commercial Law Survey course should not take this unless they wish to study this subject in greater depth. The main focus of this course is the granting of a security interest in collateral in exchange for a loan and the priority among creditors to the collateral in case the debtor defaults on its obligation to repay. Secured transactions can be involved in a wide variety of legal representations, including transactional matters and litigation. The Secured Transactions Class is designed to provide students with a working understanding of Article 9 of the Uniform Commercial Code and how it comes into play in these transactions.

LAWS 4539 Social Change Lawyering (2 Credits)
This seminar explores the role of law and the legal profession in pursuing broader social causes across the political spectrum, such as the pursuit of civil rights for racial minorities or the effort to overturn the constitutional right to abortion. Distinguished from the practice of law solely advocating the interests of individual clients, social change lawyering is a major component of the legal profession of the 21st century. Known variously as “public interest law,” cause lawyering, and by numerous other labels, this area of practice implicates many important issues worthy of serious scholarly consideration. Some of the topics that may be examined include: the competing definitions of social change lawyering and the relevance of such definitions; the history of American law and social change; the role of progressive/conservative ideologies in social change lawyering; the role of government and private firms in effectuating social change; strategies and organizational models for social change lawyering groups; the relationship between social change lawyers and their clients; the economics and financing of social change lawyering; ethics and social change lawyering; legal education and social change. Throughout the course, students are asked to critically examine the role of lawyers in social change, and question whether and how lawyers have been effective agents of social change in American society. The course does not use a traditional casebook. Rather, students study a set of materials comprised of excerpts from law review articles and books, historical and sociological materials, and problems. Students are required to write short, reflective discussion board posts on each week’s readings, as well as a more comprehensive final paper. Students may elect to use this seminar to fulfill the upper level writing requirement if they submit a draft of the final paper and do a substantial rewrite after receiving the instructor’s feedback. Prerequisite: permission of instructor.

LAWS 4543 Sexual Orientation and the Law (3 Credits)
This seminar offers an opportunity for students to study the relationship between law and sexual orientation. Historically, law in this country consistently and pervasively regulated the realm of human identity and behavior we call sexuality. However, questions and claims challenging traditional assumptions about sexual orientation have surfaced in the last twenty-five years. Our study of sexual orientation and law allows students to view the relationship between law and society through a new lens, that of sexual orientation.

LAWS 4545 Sports Law (3 Credits)
The course studies the legal problems of professional athletics. It applies the application of contract law, antitrust, labor law and income tax to the functioning of a professional league. The question of governmental regulation of professional sports is a constant focus of students’ work. Special attention is given to the impact of these questions on negotiating players’ contracts.

LAWS 4550 State & Local Government (2,3 Credits)
The institutional framework within which the decision-making process affecting urban areas operate; the rules by which the formal power to govern in urban areas is organized, limited and divided among decision-making units. Although dealing largely with the subject matter of traditional courses in municipal corporations, this course broadens that perspective to include newer institutional and organizational arrangements.

LAWS 4552 Securities Law Seminar (3 Credits)

LAWS 4553 Spanish for Lawyers (3 Credits)
This course is in beginning Spanish with an emphasis on the development of listening, speaking, reading and writing skills. The focus is on creating conversational exchanges about selected topics and situations in the present and future tenses. Students practice oral communication skills needed to converse with Spanish-speaking clients, using basic legal terminology. The customs and culture of Spanish-speaking people are also examined with the aid of video programs, CDs and readings. Topics: Greetings, spelling names and addresses, personal descriptions, numbers, coordinating meetings (times, driving directions), family members, housing arrangements and meals, grammatical structures, present and future tenses of verbs, ser and estar, possessive adjectives, commands, por and para and direct object pronouns. Legal Topics: intake, phone etiquette, interview, fees, and confidentiality.

LAWS 4554 Spanish for Lawyers II (3 Credits)
This course is the second of a two part series in beginning Spanish with an emphasis on the development of listening, speaking, reading and writing skills. The focus is on creating conversational exchanges about selected topics and situations in the present and past tenses. Students practice oral communication skills needed to converse with Spanish-speaking clients using basic legal terminology. The customs and culture of Spanish-speaking people are also examined with the aid of video programs, CDs and readings. Topics: Daily routine, the concept of time, shopping, sports and pastimes, holidays and traditions, transportation and travel. Grammatical structures: past tenses, uses of ser and estar, reflexive verbs, double object pronouns, verbs like gustar. Legal topics: interviewing client (divorce, robbery, domestic violence, and traffic accident), explaining civil and criminal court proceedings.
LAWS 4555 Street Law (3 Credits)
Under faculty supervision, students in two-person teams will teach law in urban high schools. An underlying principle of the course is that one of the best ways to learn is to teach. There will be weekly seminars and field performances supervised by the instructor. Students will develop skills in: practical application of legal concepts; substantive topics in federal and Colorado Law; teaching techniques; classroom management; and the multi-faceted roles of lawyers in the community. Each student will participate in researching, drafting, and presenting a course in a particular field of substantive law.

LAWS 4556 Subsustain & Trade (3 Credits)
This seminar is designed to give an introduction to the convergence of trade, environment, and development issues and law, addressing areas of conflict and synergies among them. It focuses on rules, procedures, and institutions aimed at making globalization compatible with sustainable development by integrating trade policy and law with policies that address other aspects of “human development”, such as, environmental concerns, social concerns, human rights, gender issues, and governance. This course satisfies the Upper Level Writing requirement (ULW).

LAWS 4605 Taxation of Natural Resource (2 Credits)
This course outlines the financial, business, and legal tax problems that may be encountered during the acquisition, operation, and disposition of natural resources properties. It is a strong course for students to develop skills in general tax planning for natural resources ventures.

LAWS 4610 Torts (4 Credits)
This introductory course considers compensation for private wrongs, covering harm to persons and property, with attention to legal theories of intentional torts, negligence and strict liability.

LAWS 4615 Torts (Advanced) (3 Credits)
Advanced Torts combines practical and theoretical discussion of issues that personal injury lawyers face in practice. The topics in the seminar vary but generally include fee agreements, damages, use of experts, medical malpractice, hospital and other liens, subrogation, and governmental immunity. The seminar emphasizes the empirical reality of injuries, claims, and litigation. Prerequisite: LAWS 4610.

LAWS 4618 Representing Clients Before the SEC (3 Credits)
SEC insiders explain the processes and practices of the Division, intertwined with discussion and analysis of SEC enforcement actions past and present. This course gives students critical information to effectively represent a wide variety of clients before the Division, among them public companies, regulated entities, defrauded investors, and perpetrators of crime.

LAWS 4631 Space and Technology Law (3 Credits)
Space and Technology Law is not one particular area of law. Rather it is best thought of as a combination of numerous areas of policy and law (including the Communications Act, the COMSAT Act, the Defense Production Act, the Land Remote Sensing Act, the Commercial Space Act, the Arms Export Control Act, the Export Administration Act, and several other bodies of law) that come together to govern the Space and High Technology Industries. There is extensive overlap between what is considered high tech and what is considered space and how they are treated from a legal and policy standpoint. The course explores many of these interrelated issues.

LAWS 4634 Motions Practice (3 Credits)
In this class, students learn how to present and argue pre-trial motions. These motions include motions from civil practice (motion for preliminary injunction, motion to dismiss, motion for summary judgment, etc.) criminal practice (motion to suppress, Rule 35(c), etc.) and evidentiary motions (Rules 403, 404, and 405.) In addition, the course covers both legal and evidentiary motions in limine. Each student is asked to prepare, present, and argue a motion, as well as decide motions presented by others after making appropriate findings of fact and conclusions of law. Because a number of the motions involve the presentation of witnesses and appropriate case and statutory law, students learn trial skills, as well as refresh their knowledge of criminal and civil procedure, and the rules of evidence. Students are not asked to draft motions or prepare written briefs.

LAWS 4635 Trial Practice I: Basic Courtroom Skills (3 Credits)
The course is designed to teach the concepts and organizing principles of the formal trial process. It emphasizes the understanding necessary to develop, evaluate, prepare, and present a case for trial before a judge, jury, or other fact-finder. Exercises and simulations are used to demonstrate the importance of theory building and teach the functions of each stage of a trial. Students develop the advocacy skills appropriate to adversary adjudication. Prerequisite or corequisite: LAWS 4235.

LAWS 4637 Civil Litigation Practicum (3 Credits)
This course provides students a practical, hands-on approach to civil pretrial litigation. Students draft pleadings, motions and discovery requests essential in the litigation process prior to the actual trial stage.

LAWS 4638 Trial Practice III: Mentor's Practicum (3 Credits)
The Mentor's Practicum employs and relies upon integrated teaching, feedback, student collaboration, and multiple assessment. The practicum is designed for law school students who have exhibited advanced skills in trial advocacy, client advocacy, case analysis and communication.

LAWS 4640 Trusts and Estates (4 Credits)
Students enrolled in this course learn the ins-and-outs of trusts and estates planning. The course surveys everything involving succession wills, trusts, the role of third parties to a trust or estate, and property disposition.

LAWS 4651 Legal Writing (Advanced) (3 Credits)
Course involves a series of writing assignments, normally related. Typically, students research an initial legal issue, and then draft a first office memo. After receiving detailed feedback, students do at least one revision of that first office memo. Students then undertake research for a second legal issue, and then draft a second office memo. After receiving detailed feedback, students then do a revision of that second office memo. Finally, students use the final versions of those two office memos to create a court document, which they then revise as their final assignment. This course satisfies the Upper Level Writing requirement (ULW).
LAWS 4660 Scientific Evidence (3 Credits)
The course begins with the U.S. Supreme Court decision in Daubert v. Merrell Dow Pharmaceuticals, Inc. (113 S.Ct. 2786 (1993)). This decision threw out the Frye Rule that had governed the admission of scientific evidence in federal courts since 1923. While the Daubert rule now applies in all federal courts, states are free to either stay with the Frye Rule, adopt the new Daubert Standard or adopt some combination of the two. Students discuss the implications of these evidentiary changes in a number of areas of legal controversy. The course concentrates primarily on the use of social science evidence; however, topics include tort litigation involving Bendectin, and the controversy over the use of DNA testing in criminal cases. Other topics include the use of scientific evidence in consumer confusion cases; obscenity cases and the question of community standards; and the number of syndrome evidence cases, including post-traumatic stress disorder, battered woman syndrome, and rape trauma syndrome. Constitutional law cases include coverage of death penalty issues, jury size cases, and school segregation by race and gender (including the controversy over single-sex education, and the ending of school busing mandates by the federal courts). The goal of this course is to increase the proficiency of lawyers to use scientific evidence on behalf of clients and be able to defend against such evidence when presented by the opposing counsel.

LAWS 4670 Water Law (3 Credits)
Water Law is an introductory course for students interested in pursuing water law. It covers private property rights in water, and the legal and environmental controls surrounding it. Recommended prerequisite: LAWS 4025.

LAWS 4672 International Water Law (3 Credits)
This course presents a global overview of water law, systems, and practice in the modern world. It includes coverage of hydrology, history, national legal systems, and modern international treaties and cases. It has a special emphasis on sustainable development, equitable utilization, pollution control, and ecosystem protection utilized for multi-nation water basins. LAWS 4670 Water Law and LAWS 4320 International Law courses are not a prerequisite, as basics will be covered.

LAWS 4674 White Collar Crime (3 Credits)
This course is designed for students with an interest in advanced criminal law practice, particularly the growing legal field of white collar crime. This seminar course will introduce students to the major substantive legal areas that make up the white collar field, including mail and securities fraud, bribery, health care fraud, conspiracy, and money laundering. In addition, students will learn the basics of conducting a corporate internal investigation, dealing with search warrants and subpoenas, criminal pre-trial matters, special considerations for criminal discovery, and common ethical issues. By the end of the course, students will have learned the basic substantive and procedural issues involved in white collar practice. Students will learn from and interact with a variety of practitioners drawn from the private and government sector. Instructor permission is required for enrollment.

LAWS 4686 Wills Lab (1 Credit)
This lab is designed to provide students with practical experience with interviewing and drafting for a real client while under the close supervision of a practicing attorney. Clients come primarily from Legal Aid. Each student is individually supervised by a volunteer attorney or by Prof. Marsh. The attorney goes with the student to the first interview with the client to assist the student if any difficulties come up in the interview. Then the student drafts the appropriate documents from scratch, and the attorney helps the student determine what revisions are necessary. When documents are in final form the attorney assists the student in having the documents properly signed. Documents include will, living will, and medical or financial powers of attorney, as appropriate. Letter grades are given by Prof. Marsh. Note that no student is allowed to drop the Wills Lab after the first interview with the client unless there is a severe medical emergency. There will be one introductory meeting scheduled during lunch time. All the rest of the work is scheduled individually by the student, supervising attorney, and client. NOTE: Students will NOT be allowed to drop the course after the first interview with the client. Prerequisite: LAWS 4640.

LAWS 4700 Special Topics (1-5 Credits)
LAWS 4701 Special Topics (1-5 Credits)
LAWS 4702 Special Topics (1-5 Credits)
LAWS 4703 Special Topics (1-5 Credits)
LAWS 4704 Special Topics (1-5 Credits)
LAWS 4705 Special Topics (1-5 Credits)
LAWS 4706 Special Topics (1-5 Credits)
LAWS 4707 Special Topics (1-5 Credits)
LAWS 4708 Special Topics (1-5 Credits)
LAWS 4709 Special Topics (1-5 Credits)

LAWS 4800 Criminal Defense Clinic (3 Credits)
This clinic offers students the opportunity to defend low-income clients charged with various criminal offenses. These offenses include DUI/DDWAI; domestic violence; assault; theft; disturbance; child abuse and neglect; menacing; etc. Students represent their clients in various municipal and county courts in the area. This course requires numerous court appearances for arraignments, pre-trial motions, and sentencing. Students should be prepared for an intense litigation experience in misdemeanor criminal defense. Students earn 3 out of class for this course and 3 in class credits through the corequisite course. Corequisite: LAWS 4801. Prerequisite: permission of faculty supervisor.
LAWS 4801 Criminal Defense Clinic Seminar (3 Credits)
The Criminal Law Clinic Seminar must be taken in conjunction with the Criminal Law Clinic. Class sessions will be devoted to a variety of topics, including classes on lawyering skills, substantive law, issues of lawyering and society, and case review sessions, in which student attorneys will present information about their cases/projects to each other and give and solicit feedback about issues they are confronting in the representation of their clients. The classes include simulation exercises that are critiqued by faculty, and field exercises that involve trips to the Denver jail. Classes are taught by clinical faculty and by guest speakers who include area judges, practitioners, interpreters and other court personnel. Clinic class will be held twice a week for 75 minutes each session. Students earn 3 in class credits for this course and 3 out of class credits through the corequisite course. Corequisite: LAWS 4800.

LAWS 4802 Environmental Law Clinic Seminar (3 Credits)
The Environmental Law Clinic Seminar must be taken in conjunction with the ELCP Clinic. During class, students will review federal civil procedure through a lecture series entitled “anatomy of a lawsuit,” have specific lectures on effective legal writing, and commonly used statutes such as the Freedom of Information Act, and Endangered Species Act. Each student must also prepare a class presentation on their assigned major case, and participate in random, less formal docket meetings. Students must also attend four guest lectures from lawyers and other professionals on environmental law advocacy issues. Students earn 3 in class credits for this course and 3 out of class credits through the corequisite course. Corequisite: LAWS 4206.

LAWS 4803 Mediation & Arbitration Clinic Seminar (2 Credits)
The Mediation and Arbitration Clinic Seminar must be taken in conjunction with the Mediation and Arbitration Clinic. The seminar meets once a week for 90 minutes. Students read articles on mediation issues and receive intensive training in the classroom that is reinforced with classroom simulations. Students are also required to critique each other in the simulations. The seminar focuses upon identifying and resolving issues that arise during actual mediations. Students will earn 2 in class credits for this course and 3 out of class credits through the corequisite course. Corequisite: LAWS 4430.

LAWS 4805 Civil Litigation Clinic (3 Credits)
The Civil Litigation Clinic students represent low-income clients in a variety of civil disputes. The clinic permits students to participate in the selection of cases and problems they work on. Students have represented clients in areas involving wage and hour claims, housing discrimination, eviction defense and domestic violence protection orders. Additionally, the Civil Litigation Clinic requires some form of community outreach project enabling the student to learn about the client populations they serve. Students will earn 3 out of class for this course and 3 in class credits through the corequisite course. Corequisite: LAWS 4806.

LAWS 4806 Civil Litigation Clinic Semnr (3 Credits)
The Civil Litigation Clinic students represent low-income clients in a variety of civil disputes. The clinic permits students to participate in the selection of cases and problems they work on. Students have represented clients in areas involving wage and hour claims, housing discrimination, eviction defense and domestic violence protection orders. Additionally, the Civil Litigation Clinic requires some form of community outreach project enabling the student to learn about the client populations they serve. Students will earn 3 out of class for this course and 3 in class credits through the corequisite course. Corequisite: LAWS 4805.

LAWS 4807 Child Advocacy Practicum (2 Credits)
The Child Advocacy Externship Program is a classroom course and externship taught by the Rocky Mountain Children’s Law Center. The classroom component focuses of juvenile law from the perspective of the child and includes a mock trial judged by Colorado District Court judges and magistrates, with a settlement conference hosted by the Colorado Supreme Court. In the externship, students work on dependency and neglect, delinquency, and protection order cases under the supervision of Law Center Attorneys. NOTE: because this is a year-long course starting in the fall semester, students may only apply during course enrollment in the spring. The Child Advocacy Externship Program is a year-long and 8 total credit hours (2 in-class credits per semester, and 2 externship credits per semester). Applicants should be prepared to develop the skills and knowledge to be an effective child advocate. There are no prerequisites, but applicants need to be prepared to have a work understanding of trial advocacy, professional responsibility and evidence. Applicants should be comfortable with public speaking. Preference is given to incoming third year law students. To apply, send a cover letter and resume to Jason Carrithers at jcarrithers@childlawcenter.org This is a year-long experience. Other Child Advocacy externship opportunities can be found by searching for a supervising attorney under Non Profit organizations and Private Firms. Prerequisite: Participation in Fall and Spring semesters is required, for a total of 8 credits, 2 credits in class and 2 externship per semester.

LAWS 4809 Civil Rights Clinic (3 Credits)
The Civil Rights Clinic (CRC) represents individuals and groups in civil and human rights matters. The CRC’s current cases address a range of complex constitutional issues litigated before the Federal District Court for the District of Colorado. Some of the claims currently being litigated in the CRC will impact constitutional jurisprudence nationwide. The current CRC docket is focused on the constitutional rights of prisoners. These cases challenge prison conditions and policies pursuant to the First, Fifth, Eighth and Fourteenth Amendments on issues such as: indefinite solitary confinement, failure to provide prisoners with adequate medical or mental health care, long-term denial of outdoor exercise, and the prison’s refusal to provide meaningful process to individuals placed in long-term segregation. Students will earn 3 out of class for this course and 3 in class credits through the corequisite course L4812, Civil Rights Clinic Seminar. This course meets the Upper Level Writing requirement (ULW).

LAWS 4812 Civil Rights and Disability Law Clinic Seminar (3 Credits)
The Civil Rights Clinic (CRC) represents individuals and groups in civil and human rights matters. The CRC’s current cases address a range of complex constitutional issues litigated before the Federal District Court for the District of Colorado. Some of the claims currently being litigated in the CRC will impact constitutional jurisprudence nationwide. The current CRC docket is focused on the constitutional rights of prisoners. These cases challenge prison conditions and policies pursuant to the First, Fifth, Eighth and Fourteenth Amendments on issues such as: indefinite solitary confinement, failure to provide prisoners with adequate medical or mental health care, long-term denial of outdoor exercise, and prison’s refusal to provide meaningful process to individuals placed in long-term segregation. Students will earn 3 in class credits for this course and 3 out of class through the corequisite course L4805, Civil Rights Clinic. This course meets the Upper Level Writing requirement (ULW).
LAWS 4880 DU Law Journal (0-3 Credits)
Scholarly journals are edited at the College of Law, allowing students to participate in research in various fields. Permission to enroll is obtained from the managing editor for credit of 0-3 semester hours.

LAWS 4884 Int’l Law Journal (0-3 Credits)
Scholarly journals are edited at the College of Law, allowing students to participate in research in various fields. Permission to enroll is obtained from the managing editor for credit of 0-3 semester hours.

LAWS 4888 Transportation Law Journal (0-3 Credits)
Scholarly journals are edited at the College of Law, allowing students to participate in research in various fields. Permission to enroll is obtained from the managing editor for credit of 0-3 semester hours.

LAWS 4889 Water Law Review (0-3 Credits)
Scholarly journals are edited at the College of Law, allowing students to participate in research in various fields. Permission to enroll is obtained from the managing editor for credit of 0-3 semester hours.

LAWS 4901 Corporate Apprenticeship Program (4 Credits)
The Corporate Apprenticeship Program’s purpose is to provide the opportunity for law students to learn about the distinct challenges facing corporate counsel. This program is offered solely in the spring term and consists of four mandatory seminars and 15 hours of work per week (preferably on consecutive days) in the legal department of sponsoring corporations. The interactive seminars are designed to introduce students to the practice environment and operations of an in-house corporate legal department.

LAWS 4996 Thesis (1-10 Credits)
The program is designed to allow students the opportunity to gain experience working in legal programs of concern to the legal profession and the community. Example placements include public defenders’ offices; prosecutors’ offices; the Attorney General’s office; Legal Service offices; judicial clerkships; and selected private firms. Need special enrollment permission from Internship/Externship Office. A maximum of 10 credit hours may be awarded for this program.

LAWS 4999 Directed Research (2-3 Credits)
Direct Research is an opportunity for students to research and write on any area of law approved by a full-time faculty member who agrees to direct the project. The research project must be completed within the semester for which the student is registered. The research is compiled into a paper of publishable quality. A copy is delivered to the supervising faculty member for grading and a second copy is delivered to the associate dean for academic affairs by the last day of exams for that semester. Students may petition for either two or three semester hours. A maximum of five semester hours credit for Directed Research is permitted in satisfaction of the 90-credit degree requirement. A Directed Research application form (available in the registrar’s office) signed by both the faculty supervisor and student is required for enrollment. The registrar’s office will register the student for his or her directed research once the student’s application form has been approved. All directed research projects must conform with the upper level writing requirement, which involves a mandatory rewrite, in addition to any other requirements. This course satisfies the Upper Level Writing requirement (ULW). Permission is required from the faculty supervisor and the Assistant Dean for Student Affairs to increase credit hours to 4 or 5.

LAWS 5025 Externship (1-10 Credits)
The program is designed to allow students the opportunity to gain experience working in legal programs of concern to the legal profession and the community. Example placements include public defenders’ offices; prosecutors’ offices; the attorney general’s office; legal service offices; judicial clerkships; and selected private firms. Externship Seminar: In conjunction with the above field placement each student shall meet in a seminar under the supervision of a member of the law faculty to explore common and contrasting areas of professional responsibility, professional tasks and skills, decision making and dispute resolution presented in the various extern settings.

LAWS 5026 Trial Practice III: National Trial Team (3 Credits)
The Trial Teams Course is for the new and veteran students who are selected to represent the school on one of the national trial teams. The course meets one night a week during the summer session for five hours each night. The course is split into two sections, one for returning team members, and one for the newly-selected team members. The course is an advanced courtroom-simulation course in which students work intensely with other students and the instructor, delving into increasingly complex areas of case analysis, evidentiary interpretation and application, examination drafting and presentation, and ethical dynamics of fact patterns. The veteran section begins the first class with students presenting both sides of a criminal case. The new member section begins with refreshers on case analysis, evidence, and courtroom strategies, and culminates with final trials. There is weekly out-of-class case analysis, drafting, and preparation required. Grading is based on classroom participation, written homework, simulated courtroom presentations, and a final trial.

LAWS 5027 American Association for Justice Trial Team (3 Credits)
Sturm’s American Association for Justice Trial Team (AAJ) is one of four of the school’s advanced courtroom-simulation based “team-courses” in which students find themselves working intensely with five other students and an instructor, delving deeply into increasingly complex areas of case analysis, evidentiary interpretation and application, examination drafting and presentation, and ethical dynamics of fact patterns. Students must invite to be on one of Sturm’s National Trial Teams, after tryouts that are held every spring (April). The team-courses meet all three semesters (fall, spring and summer). Being invited onto one of the teams is a two-year commitment. Starting the first week of each semester, and continuing throughout the entire semester, the AAJ team-course meets once a week in a classroom environment, for a total of 2.5 classroom hours per week. The AAJ team-course also meets a second time each week for courtroom simulation performances and video review, for an additional four (4) hours. There is also substantial out-of-class case analysis and examination drafting required. The team competes on the national level in the fall at an “invitational” tournament, and in the spring in the AAJ tournament against other ranked law schools from around the country. Grading is based on classroom participation, written homework, and simulated courtroom presentations. Prerequisite: LAWS 4635.
LAWS 5029 ABA Trial Team (3 Credits)
Sturm's ABA/NTC team is one of four of the school's advanced courtroom-simulation based "team-courses" in which students find themselves working intensively with five other students and an instructor, delving deeply into increasingly complex areas of case analysis, evidentiary interpretation and application, examination drafting and presentation, and ethical dynamics of fact patterns. Students must be invited to be on one of Sturm's National Trial Teams, after tryouts that are held every spring (April). The team-courses meet all three semesters (fall, spring, and summer). Being invited onto one of the teams is a two-year commitment. Starting the first week of each semester and continuing throughout the entire semester, the ABA/NTC team-course meets twice a week in a classroom environment, for a total of five (5) classroom hours per week. The ABA/NTC team-course also meets a third time each week for courtroom simulation performances and video review, for an additional four (4) hours. There is also substantial out-of-class case analysis and drafting required. The team competes on the national level in the fall at an "invitational" tournament, and in the spring in the ABA/NTC tournament against other ranked law schools from around the country. Grading is based on classroom participation, written homework, and simulated courtroom presentations.

LAWS 5029 Semester in Practice (12 Credits)
The Semester in Practice (SIP) gives students the opportunity to develop practice skills by fulfilling 15 credits (12 field work credits plus a three credit graded seminar). Students work full time during the externship (40 hours per week). In this capstone experience, offered to students in their last year of law school, students have significant exposure to the substantive law in their externship, and focus on skills and professional identity in their seminar. One of a handful of such programs in the country, the Semester in Practice is a bridge from law school to practice.

LAWS 5030 Semester in Practice Seminar (3 Credits)
This seminar is the classroom component of the Semester in Practice (SIP) course. Through class discussion, we explore a variety of issues that provide students with the opportunity to reflect on the legal profession and how they perceive their role in the profession - currently and prospectively. We focus primarily on professional identity and ethical issues of key importance to the practice of law.

LAWS 5031 Legal Externship Seminar (1 Credit)
The Legal Externship Program is divided into practice-specific programs. Students enrolled in each of these programs are required to also enroll in an accompanying for-credit seminar that addresses topics specific to each practice area.

Legal Administration Courses

MSLA 4050 The Impact of Court Governance (1 Credit)
This course informs students on the policy making process of local court governance and the impact of the process on court operations and public services. Various governance structures are explored to include the benefits of principle based governance. Students gain in-depth insight into the roles and relationships of judges and court administrators as leaders and governing authorities within the judicial system. Course knowledge is applicable to all levels of national and international court jurisdiction.

MSLA 4080 Law Firm Information Technology (2 Credits)
This course is designed to inform the student on the complexities of information technology in a law firm setting. Topics include time and billing, assessing the IT needs of the office, networking abilities, creating a paperless office, security, case management, outsourcing, and knowledge management.

MSLA 4090 Court Information Technology (2 Credits)
This course is designed to introduce students to the intricacies of information technology in a court setting and the importance of an efficient and effective system. Topics include communications technology (internal and external), virtual courthouses, electronic case filing, legal research systems, information and systems security, networking abilities and needs, court reporting/recording and accessibility to the public (website).

MSLA 4100 Court Fiscal Management (3 Credits)
This course focuses on the key aspects of financial management in a court setting. Students learn models of public budgeting, internal controls, procurement, outsourcing, RFPs, internal and external auditing, and government funding models. Prerequisite: MSLA 4410.

MSLA 4121 Human Resources (2 Credits)
This course provides students with an introduction to the management of human resources and its impact on organizations, both public and private. Topics addressed include: strategic HR management, staffing the organization, Equal Employment Opportunity, job analysis, recruitment, training, employee compensation and benefits, employee rights, union/management relations, and global human resource strategies.

MSLA 4151 Applied Leadership and Management Theory (3 Credits)
This course is designed to provide the student with an understanding of the importance of effective leadership and management in the workplace. Students will learn the tools necessary to manage conflict, build strong teams, function as a team, manage performance, create and maintain a positive work environment, and motivate others.

MSLA 4180 Court Case Flow and Load Management (2 Credits)
This course is designed to provide the student with the fundamental principles of managing an effective case management system. Students will learn the importance of an efficient case flow management system, the history of case management, electronic case filing, civil and criminal rules of procedure, case assignment, quality assurance and time standards and major case, records management and reporting systems, strategies necessary to gain judicial support, leadership and cooperation to effectuate effective case flow management practices, and improve judicial performance as it relates to the disposition of actions.
MSLA 4181 Inclusiveness in the Legal Profession - The Next Generation of Diversity Efforts (1 Credit)
Diversity and inclusiveness are hot topics in the legal profession. This highly interactive course will educate students about the state of diversity and inclusiveness within the legal profession, the systemic underpinnings of the lack of diversity, how to create inclusive environments for successful retention and advancement of female and diverse attorneys and staff, as well as the importance of diversity and inclusiveness to the viability of the legal profession. Students will be challenged to draw upon their own life experiences, to consider different perspectives, and provide thoughtful analysis on how they can incorporate diversity and inclusiveness practices with their career path and future legal organizations.

MSLA 4200 The Business of Courts (3 Credits)
This course is designed to provide the student with the fundamental principles and elements of the key functions performed by the courts. These functions include jury management, court based mediation and arbitration programs, court reporting, client expectations, contingency planning, continuity of operations planning, needs and expectations of litigants without lawyers, interpreter services, court and staff performance measurement and management, and the role of the court administrator.

MSLA 4201 Law Firm Administration (3 Credits)
This course informs the student of the fundamental principles, elements and day-to-day operational processes of law office management. Topics covered in this course include law office culture, law firm organization, succession planning, practice areas, client communication flow, collection challenges, and understanding and working with law office timekeeping, accounting, and billing systems.

MSLA 4205 Lawyer Recruitment, Development, and Advancement in Law Firms (2 Credits)
This course will focus on the key aspects of lawyer recruitment, development and advancement in law firms. Students will learn the primary methods for recruiting and hiring lawyers at all experience levels, and the most important elements of lawyer development, including orientation, integration, legal and core skills training, experiential learning, mentoring, performance management, and evaluations. Traditional compensation and advancement models, as well as emerging trends in all of these areas, will also be covered during the course.

MSLA 4215 Court Space, Facilities and Security (2 Credits)
This course is designed to inform the students of the fundamentals of managing the court's space, facilities and security. Aspects of this course include: facilities management, operational standards and management, safety and security, assessing courthouse building needs, developing space planning reports, the management of all types of space projects, building and personnel security issues, contingency planning, and disaster recovery.

MSLA 4300 Introduction to the United States Judicial System (3 Credits)
This course provides the student with an overview of the United States judicial system. Students learn the fundamentals of our legal system, historical basis of the U.S. judicial system, the foundation, structure, purpose, what it stands for, and the varying levels of the U.S. court system.

MSLA 4301 Judicial Performance and Evaluation (1 Credit)
This course informs students on the complexities of judicial performance and evaluation. Students learn the fundamentals of developing a judicial performance program, measuring the effectiveness of performance recommendations, commissions on judicial performance, and the components of the evaluation process.

MSLA 4310 World Judicial Systems (3 Credits)
The goal of this course is to compare and contrast the role of the judiciary in various legal systems. Topics include types of courts and court systems (including domestic, supranational, i.e., the European Union, and international courts), judicial independence, separation of powers, and challenges facing the judiciary such as miscarriages of justice. Students also compare court procedures (civil, criminal, appellate review) in different types of legal systems.

MSLA 4320 Fundamentals of Comparative Law (3 Credits)
This course introduces the classifications of the world’s legal systems: (civil law, common law, Islamic law, customary law, and mixed law systems). Students will learn the general elements of a legal system then compare and contrast these features in different types of legal systems as they are used in various countries or other jurisdictions including the European Union. Students will also explore internet and electronic resources to research and analyze foreign legal systems.

MSLA 4330 Specialty Courts (2 Credits)
This course will provide the students with an understanding of the purpose, functionality and effectiveness of specialty courts. Topics will include the types of specialty courts and how to create them, maintaining sustainability, treatment options, demographics, budgeting and measuring specialty court performance.

MSLA 4380 Research and Writing for the Legal Administrator (2 Credits)
This course is designed to provide the students with the necessary writing skills to be effective legal administrators. Topics will include writing executive summaries, press releases, legal citations, proposals, policy drafting, responses to RFP’s and legal research.

MSLA 4384 Court Comm & Media Relations (2 Credits)
This course will inform the students how to address communications and manage media relations for the courts. Topics will include views of the court from multiple perspectives, communicating to different constituencies, public relations and customer satisfaction, and educational outreach programs.

MSLA 4385 Law Firm Communications and Technology (3 Credits)
This course is designed to inform the students on the complexities of communication and the transfer of knowledge in the law firm setting. Topics will include proper and effective communication techniques and tools, use of social media and electronic communities, knowledge management tools, knowledge sharing environments, and the use of technology.
MSLA 4386 Law Firm Client Services and Satisfaction (2 Credits)
This course is designed to inform the student of the importance of client service and satisfaction and its value to the law firm. Topics covered in this course include external communication, client feedback, partnering with clients, client relationship management, and evaluation and survey design.

MSLA 4410 Accounting for the Legal Administrator (2 Credits)
This course will explore the principals and practices governing the preparation of financial statements, from the perspective of the legal administrator. Students will gain a comprehensive overview of the preparation and content of the income statement.

MSLA 4415 Statistics for the Legal Administrator (2 Credits)
This course will introduce the fundamentals of statistics for the legal administrator. Students will learn how to measure efficiencies and work performance, perform and analyze needs assessment, track productivity; measure cases flows, and assess client needs.

MSLA 4901 Law Firm Financial Management (3 Credits)
This course focuses on the key aspects of financial management in a law firm setting. Students analyze financial reports/data, work flow analysis and assessment, understand trust accounts, client billing and internal controls, to ultimately recognize and understand the financial health of the law firm. Prerequisite: MSLA 4410.

MSLA 4950 Strategic Planning in Courts (2 Credits)
This course is designed to prepare the student in creating a strategic plan for the courts. Students learn to think strategically, design surveys, perform an environmental analysis, set goals, develop action plans, and measurement tools.

MSLA 4954 Project Management (2 Credits)
This course is designed to provide students with the tools to effectively manage a project regardless of its size. Topics include clarifying the project goals, using objectives to define responsibilities, understanding GANTT and PERT charts, goal setting, prioritization, time management, consensus building, developing creative teams, empower the project team, motivating the team, communications tools, how to handle conflicts, and how to celebrate your success.

MSLA 4999 Directed Research MSLA (1-17 Credits)
MSLA Directed Research is an opportunity for students to research and write on any area of legal administration approved by an MSLA faculty member who agrees to direct the project. The research project must be completed within the semester for which the student is registered. The research is compiled into a paper of publishable quality that is delivered to the MSLA program director by the last day of exams for that semester. A Directed Research application form (available in the Registrar’s Office) signed by both the faculty supervisor and student is required for enrollment. The Registrar’s Office will register the student for his or her directed research once the student’s application form has been approved.

MSLA 5010 Capstone: Externship/Project (4 Credits)
The externship or creative project is designed to complement the student’s area of study. The externship enables the student to work in a practical setting and acquire the experience in a legal environment. The creative project option provides students, already working in the legal environment, an opportunity to complete a project or research paper on a topic determined by student and MSLA office. A grade of “pass” is given after the work is completed, and a letter from the supervisor summarizing the student’s experience is submitted to the MSLA Office.

University College

University College is the college of professional and continuing studies at the University of Denver. Fully accredited, we provide educational opportunities for busy adults through challenging, career-relevant, and practice-based courses. Our students pursue degrees in Organizational and Professional Communication, Environmental Policy and Management, Healthcare Leadership, Information and Communications Technology, and much more. We believe in the personal and public benefits of education that engage, challenge, and energize. Come to advance your career, whether it’s in the beginning, middle or final stages.

Arts and Culture

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Certificate in Arts and Culture with a concentration in Art, Literature, and Culture

The graduate certificate in the Art, Literature, and Culture concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. The graduate certificate in Art, Literature and Culture concentration allows students to add a new skill set to their portfolio as they enhance their ability to be critical, active participants in the arts, as well as connect with artistic material and the act of creative expression. Expert instructors from the field of arts and culture provide a broad cultural literacy that will give students the critical thinking skills needed to excel within the arts and culture industry. From performing arts to literature, film to art, a cultural degree from the University of Denver's University College provides graduates with an outstanding education that effectively prepares them for a professional position within an art, literature, or culture field. Credits earned through this graduate certificate may apply toward a master’s degree in Arts and Culture.
This certificate prepares students to:

- Contextualize rich and varied artistic expressions with the role arts and culture play in today's society

**Arts and Culture Outcomes**

This program prepares students to:

- Describe and discuss arts and culture within the context of today's society, economy, and not-for-profit trends
- Address and strategize issues of organizational development, inclusiveness, and leadership
- Plan for programs and events utilizing theoretical guiding principles based on case studies
- Develop plans for audience development in changing cultural and economic context

**Certificate in Arts and Culture with a concentration in Arts Development and Program Management**

The graduate certificate in Arts Development and Program Management concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Designed specifically for professionals in the arts management and cultural fields, the graduate certificate in Arts Development and Program Management concentration focuses on the entrepreneurial skills needed to excel within an arts organization, such as funding and leadership techniques. With a graduate certificate in Arts Development and Program Management concentration, students will be prepared for vibrant careers as managers or facilitators in an arts organization. Applied, hands-on courses delivered online or on campus in the evenings, or in a combination of both, will prepare students for a fast-paced arts and culture career. Learn best practices for the arts and culture industry and utilize them in arts organization innovation and event planning, as well as marketing and fundraising. Credits earned through this graduate certificate may apply toward a master's degree in Arts and Culture.

This certificate prepares students to:

- Apply entrepreneurial strategies to lead and develop arts and culture programs in nonprofit, governmental, and for profit sectors

**Arts and Culture Outcomes**

This program prepares students to:

- Describe and discuss arts and culture within the context of today's society, economy, and not-for-profit trends
- Address and strategize issues of organizational development, inclusiveness, and leadership
- Plan for programs and events utilizing theoretical guiding principles based on case studies
- Develop plans for audience development in changing cultural and economic context

**Certificate in Arts and Culture with a concentration in Creative Writing**

The graduate certificate in the Creative Writing concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. The University of Denver's graduate certificate in Creative Writing concentration helps students define, develop, and explore their writing abilities in a professional or personal capacity, whether their interests are in memoir, poetry, nonfiction, or fiction writing. Intensive writing and revision workshops, along with lessons in the overall publishing process, will be provided to students in the certificate program.

Through the graduate certificate in the Creative Writing concentration, students move beyond mechanics and refine their writing skills to use the written language to communicate more clearly, artfully, and powerfully at a professional and personal level. Dedicated faculty members provide expert instruction, as they guide students to extend their potential as writers. Students in the Creative Writing concentration love to learn creative writing and literature, and our graduates live the writing life. University College allows students to foster creativity in a positive atmosphere, helping them to sustain and strengthen their creative writing prowess. Credits earned through this graduate certificate may apply toward an Arts and Culture master's degree.

This certificate prepares students to:

- Use written language to communicate more clearly and powerfully in their professional and personal lives
- Move beyond mastering mechanical skills and conveying information to writing artfully, evoking emotions, and expressing points of view
- Participate in intensive workshops designed to give their writing personalized attention
- Read and critique literature with the eye of a writer and editor
- Work with dedicated faculty who will help them extend their potential as writers and address their writing strengths and weaknesses
- Share with other students their experience with the craft of writing
- Foster their creativity in a positive atmosphere in which they receive constructive feedback on their writing
Arts and Culture Outcomes

This program prepares students to:

- Describe and discuss arts and culture within the context of today's society, economy, and not-for-profit trends
- Address and strategize issues of organizational development, inclusiveness, and leadership
- Plan for programs and events utilizing theoretical guiding principles based on case studies
- Develop plans for audience development in changing cultural and economic context

Master of Liberal Studies in Arts and Culture with a concentration in Art, Literature, and Culture

The Art, Literature, and Culture master's degree is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. University College offers graduate students the opportunity to experience and study rich and varied literary, musical, visual, and performance artistic expressions across a variety of cultures. The master's degree concentration is an interdisciplinary program that is presented within a context of the political and social environment. Students will enhance their ability to be critical, active participants in the arts, as well as connect with artistic material and the act of creative expression.

Students will discover how the arts operate within culture from expert instructors and they will develop a broad cultural literacy that will provide critical thinking skills needed to excel within the arts and culture industry. From performing arts to literature, film to art, a cultural degree from the University of Denver's University College provides graduates with an outstanding education that effectively prepares them for a professional position within an art, literature, or culture field. Customize your Arts and Culture master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to:

- Contextualize rich and varied artistic expressions with the role arts and culture play in today's society

Arts and Culture Outcomes

This program prepares students to:

- Describe and discuss arts and culture within the context of today's society, economy, and not-for-profit trends
- Address and strategize issues of organizational development, inclusiveness, and leadership
- Plan for programs and events utilizing theoretical guiding principles based on case studies
- Develop plans for audience development in changing cultural and economic context

Master of Liberal Studies in Arts and Culture with a concentration in Arts Development and Program Management

The Arts Development and Program Management master's degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Designed and developed for professionals in the arts and culture field, the Arts Development and Program Management master's degree concentration focuses on the leadership knowledge needed to thrive. As students learn to become thought leaders within the arts and culture industry, they are exposed to effective management skills, solution-oriented techniques applicable to arts organizations, and concepts for funding, marketing, and event planning.

The Arts Development and Program Management concentration teaches students to plan, sustain, and develop strategic marketing and funding methodologies for arts organizations, both nonprofit and for profit. Expert instructors who work in the fields they teach will provide industry insight and help students achieve the practical knowledge needed to work as effective arts managers. Customize your Arts and Culture master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to:

- Apply entrepreneurial strategies to lead and develop arts and culture programs in nonprofit, governmental, and for profit sectors

Arts and Culture Outcomes

This program prepares students to:

- Describe and discuss arts and culture within the context of today's society, economy, and not-for-profit trends
- Address and strategize issues of organizational development, inclusiveness, and leadership
- Plan for programs and events utilizing theoretical guiding principles based on case studies
- Develop plans for audience development in changing cultural and economic context
Master of Liberal Studies in Arts and Culture with a concentration in Creative Writing

The Creative Writing master’s degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. The University of Denver’s University College Creative Writing master’s degree concentration helps students define, develop, and explore their writing abilities in a professional or personal capacity, whether their interests are in memoir, poetry, nonfiction, or fiction writing. Designed for the busy adult, the Creative Writing program offers intensive writing and revision workshops, along with lessons in the overall publishing process. Creative Writing students can expect small class settings to provide the best opportunity for personalized learning as writing and publishing are explored.

In the Creative Writing concentration, students will move beyond mechanics and refine their writing skills to use the written language to communicate more clearly, artfully, and powerfully. Dedicated and experienced faculty members provide expert instruction, as they guide students to address their writing strengths and weaknesses in a supportive atmosphere. Students in the Creative Writing concentration love to learn creative writing and literature, and our graduates live the writing life, whether they teach writing or write for professional and personal reasons. Customize your Arts and Culture master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to:

- Use written language to communicate more clearly and powerfully in their professional and personal lives
- Move beyond mastering mechanical skills and conveying information to writing artfully, evoking emotions, and expressing points of view
- Participate in intensive workshops designed to give their writing personalized attention
- Read and critique literature with the eye of a writer and editor
- Work with dedicated faculty who will help them extend their potential as writers and address their writing strengths and weaknesses
- Share with other students their experience with the craft of writing
- Foster their creativity in a positive atmosphere in which they receive constructive feedback on their writing

Arts and Culture Outcomes

This program prepares students to:

- Describe and discuss arts and culture within the context of today's society, economy, and not-for-profit trends
- Address and strategize issues of organizational development, inclusiveness, and leadership
- Plan for programs and events utilizing theoretical guiding principles based on case studies
- Develop plans for audience development in changing cultural and economic context

Master's Degree Admission

Admission Criteria

A regionally accredited baccalaureate degree is required for admission. Applicants must have a minimum grade point average (GPA) of 3.0 on a 4.0 scale (or equivalent) in their undergraduate work from a regionally accredited degree-granting institution for full admission. Applicants whom University College believes may successfully engage in graduate work, but who have not met the previously stated GPA requirement, may be admitted to a degree program on a provisional basis. The GMAT and GRE are NOT required.

Admission Process

Master's degree applications are reviewed for admission on a quarterly basis. Applications and all supplemental materials must be submitted online; with the exception of transcripts, which must be received by the stated application deadline (requests for accommodation may be granted). Applicants will be notified of a decision via email and standard mail approximately two weeks following the application deadline. Detailed application information and application deadlines are located on the University College website (http://universitycollege.du.edu/answers/admission/masters.cfm).

- **Application:** Applicants must complete the application online (http://myweb.du.edu).
- **Application Fee:** A $75 non-refundable application fee is required for an application to be processed.
- **One Official Transcript from each Post-Secondary Institution:** Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where 2 quarter hours (or one semester hour) or more were completed. This includes transcripts for credit earned as transfer work and study abroad.
- **Two Letters of Recommendation:** Two confidential letters of recommendation are required.
- **Statement of Purpose:** A personal statement (two pages double spaced) is required. The statement should include information on how the degree will enhance career plans and meet educational goals. Sharing personal experiences, abilities, achievements, and goals is encouraged. This document has considerable influence in the decision to admit applicants with attention given to written communication skills.
- **Résumé/Curriculum Vitae (CV).**
• **Degree Plan:** The degree plan, detailing courses for the academic program, is required to complete the admission process and can be completed through the University College online Degree Builder (http://universitycollege.du.edu/DegreeBuilder/Student/ChooseDegree.aspx) tool.

• **Language Proficiency:** Applicants whose native language is not English or who have been educated in countries where English is not the native language, regardless of citizenship, must provide official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). The TOEFL and IELTS scores are valid for two years from the test date. Applicants may be exempt from English proficiency test requirements if they have earned a post-secondary degree from a recognized/accredited university where the language of instruction and examination is English.

• **Proof of Permanent Residency:** Permanent Residents must provide a copy of their Registration Alien Card (green card).

• **Admission Interview:** An interview may be required at the program director’s request.

• **Creative Writing Applicants:** Applicants must submit a writing sample (2-3 pages) in any genre.

• **International Applicants:** Additional requirements are listed below for international applicants.

**Certificate ADMISSION**

**Admission Criteria**

A regionally accredited baccalaureate degree is required for admission. Applicants must have a minimum grade point average (GPA) of 3.0 on a 4.0 scale (or equivalent) in their undergraduate work from a regionally accredited degree-granting institution for full admission. Applicants whom University College believes may successfully engage in graduate work, but who have not met the previously stated GPA requirement, may be admitted to a degree program on a provisional basis. The GMAT and GRE are **NOT** required.

**Admission Process**

Certificate applications are reviewed for admission on a quarterly basis. Applications and all supplemental materials must be submitted online; with the exception of transcripts, which must be received by the stated application deadline (requests for accommodation may be granted). Applicants will be notified of a decision via email and standard mail approximately two weeks following the application deadline. Detailed application information and application deadlines are located on the University College website (http://universitycollege.du.edu/answers/admission/certificate.cfm).

- **Application:** Applicants must complete the application online (http://myweb.du.edu).

- **Application Fee:** A $50 non-refundable application fee is required for an application to be processed.

- **One Official Transcript from each Post-Secondary Institution:** Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where 2 quarter hours (or one semester hour) or more were completed. This includes transcripts for credit earned as transfer work and study abroad.

- **Certificate Plan:** The certificate plan, detailing courses for the academic program, is required to complete the admission process and can be completed through the University College online Degree Builder (http://universitycollege.du.edu/DegreeBuilder/Student/ChooseDegree.aspx) tool.

- **Language Proficiency:** Applicants whose native language is not English or who have been educated in countries where English is not the native language, regardless of citizenship, must provide official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). The TOEFL and IELTS scores are valid for two years from the test date. Applicants may be exempt from English proficiency test requirements if they have earned a post-secondary degree from a recognized/accredited university where the language of instruction and examination is English.

- **Proof of Permanent Residency:** Permanent Residents must provide a copy of their Registration Alien Card (green card).

- **Admission Interview:** An interview may be required at the program director’s request.

- **Creative Writing Applicants:** Applicants must submit a writing sample (2-3 pages) in any genre.

- **International Applicants:** Additional requirements are listed below for international applicants.

**International aDMISSION**

International applicants must comply with all requirements set forth for domestic applicants and supplement their application with additional documentation. International applicant information, including admission deadlines and the International Applicant Checklist, is available on the University College website (http://universitycollege.du.edu/answers/admission/international.cfm).

Admitted international applicants whose native language is not English are required to attend University College’s International Preparation Week (http://universitycollege.du.edu/answers/admission/international.cfm) prior to attending courses at University College.

University College will consider graduate applicants who have earned three-year baccalaureate degrees from 15-year education systems. The school from which the applicant has earned the degree must be a formally recognized or regionally accredited institution of higher learning, as determined by the University Of Denver Office Of International Student Admission. Admission policy and procedures for applicants holding three-year baccalaureate degrees is the same as for other international applicants with one exception: applicants with a three-year degree are not eligible for English Conditional Admission. Priority consideration will be given to those with a minimum of three year’s work experience.
Additional Admission Requirements for International Applicants

- **English Proficiency**: All internationally educated applicants whose native language is not English are required to submit proof of English Language Proficiency regardless of citizenship and/or U.S. residency.

1. **TOEFL**: A minimum score of 550 (paper based), 213 (computer based), or 80 (Internet based) is required for admission consideration. Generally, applicants should achieve at least 20 in all TOEFL subscores on the internet-based exam. TOEFL score reports older than two years from the date of application are not acceptable for admission consideration.

2. **Academic IELTS**: A score of 6.5 or higher is required to be considered for admission. Each individual band score must be 6.0 or higher. IELTS score reports older than two years from the date of application are not acceptable for admission consideration.

3. **Possible Exemptions**: International applicants may be exempt from the TOEFL/Academic IELTS requirement if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the entire language of instruction and examination is in English.

4. **English Conditional Acceptance (ECA)**: Master's degree applicants who do not meet the required level of English proficiency may be considered for conditional acceptance if all other admission criteria are met. Prior to enrolling in any graduate-level coursework, ECA requires an evaluation by the University of Denver's English Language Center (ELC) and successful completion of intensive ELC English courses including the Graduate Preparation Program. Academic classes may not be taken while students are enrolled at the English Language Center. Graduate certificate students may not be admitted through ECA. As an alternative to the English Language Center, an applicant may become fully admitted by submitting sufficient TOEFL/Academic IELTS scores.

- **Official Transcripts and Translations**: International applicants should submit official transcripts printed in the official language of instruction of their institution. Certified English translations must accompany all transcripts except for those provided by institutions that issue documents in English.

- **Photocopy of Diploma/Degree Certification and Appropriate Translations**: Applicants who have earned a degree outside the U.S. must submit proof of graduation through a degree certificate or diploma along with all appropriate official translations.

- **A Photocopy of Current Passport**: Applicants must provide a copy of the photograph and legal name page of their passport. This is required before an I-20 can be issued by the University of Denver.

- **The Supplemental Information Form (SEVIS Supplement)**: Applicants who are not U.S. Citizens or permanent residents must complete the SEVIS form.

- **Financial Verification Form**: Applicants seeking an I-20 student visa must submit financial verification documents.

Certificate in Arts and Culture with a Concentration in Art, Literature and Culture

Certificate Requirements

Coursework Requirements

**Concentration requirements:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALS 4050</td>
<td>World Visual &amp; Performance Art</td>
<td>4</td>
</tr>
<tr>
<td>MALS 4750</td>
<td>Literature to Film</td>
<td>4</td>
</tr>
<tr>
<td>MALS 4755</td>
<td>World Literature</td>
<td>4</td>
</tr>
<tr>
<td>MALS 4440</td>
<td>Artists on Art</td>
<td>4</td>
</tr>
<tr>
<td>or MALS 4444</td>
<td>Emerging Trends in Art</td>
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**Elective requirements:**

Select two of the following: 8

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>MALS 4150</td>
<td>Poetry: The Voice Within</td>
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<td>MALS 4163</td>
<td>Writing the Screenplay</td>
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<td>Memoir &amp; Personal Essay</td>
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<tr>
<td>MALS 4260</td>
<td>Writing the Short Story</td>
</tr>
<tr>
<td>MALS 4740</td>
<td>Natural Science and Literature</td>
</tr>
<tr>
<td>MALS 4745</td>
<td>Children's Literature</td>
</tr>
<tr>
<td>MALS 4880</td>
<td>From Romance to Realism</td>
</tr>
<tr>
<td>MALS 4130</td>
<td>Fiction Fundamentals</td>
</tr>
<tr>
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<td>Writing Non-Fiction</td>
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</tr>
<tr>
<td>MALS 4280</td>
<td>Funding the Arts and Program Development</td>
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<td>MALS 4281</td>
<td>Event Planning</td>
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<tr>
<td>MALS 4283</td>
<td>Marketing the Arts: Audience Development and Retention</td>
</tr>
<tr>
<td>MALS 4284</td>
<td>Arts and Culture Entrepreneurship</td>
</tr>
<tr>
<td>MALS 4020</td>
<td>Graduate Research and Writing</td>
</tr>
<tr>
<td>MALS 4470</td>
<td>Arts and Culture: History, Context, and Trends</td>
</tr>
<tr>
<td>MALS 4480</td>
<td>Arts and Culture: Best Practices and Practical Skills</td>
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<tr>
<td>MALS 4490</td>
<td>Cultural Participation and Program Planning</td>
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<tr>
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<td>Artists on Art</td>
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<tr>
<td>MALS 4444</td>
<td>Emerging Trends in Art</td>
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</tbody>
</table>

**Certificate in Arts and Culture with a Concentration in Arts Development and Program Management**

**Certificate Requirements**

**Coursework Requirements**

**Concentration requirements:**

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<td>MALS 4470</td>
<td>Arts and Culture: History, Context, and Trends</td>
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<td>Arts and Culture: Best Practices and Practical Skills</td>
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<td>MALS 4490</td>
<td>Cultural Participation and Program Planning</td>
</tr>
</tbody>
</table>

**Elective requirements:**

Select two of the following:

- MALS 4130 Fiction Fundamentals
- MALS 4120 Writing Non-Fiction
- MALS 4190 The Writer's Workshop
- MALS 4750 Literature to Film
- MALS 4755 World Literature
- MALS 4740 Natural Science and Literature
- MALS 4745 Children's Literature
- MALS 4880 From Romance to Realism
- MALS 4050 World Visual & Performance Art
- MALS 4440 Artists on Art
- MALS 4444 Emerging Trends in Art
- MALS 4020 Graduate Research and Writing
- MALS 4470 Arts and Culture: History, Context, and Trends
- MALS 4480 Arts and Culture: Best Practices and Practical Skills
- MALS 4490 Cultural Participation and Program Planning

**Total Credits** 24

**Certificate in Arts and Culture with a Concentration in Creative Writing**

**Certificate Requirements**

**Coursework Requirements**

**Concentration requirements:**

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>MALS 4120</td>
<td>Writing Non-Fiction</td>
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<td>Fiction Fundamentals</td>
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<tr>
<td>MALS 4740</td>
<td>Natural Science and Literature</td>
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<td>or MALS 4745</td>
<td>Children's Literature</td>
</tr>
<tr>
<td>or MALS 4750</td>
<td>Literature to Film</td>
</tr>
</tbody>
</table>

**Total Credits** 24
or MALS 4755  World Literature
or MALS 4880  From Romance to Realism

**Elective requirements:**
Select two of the following:  

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<td>Writing the Short Story</td>
</tr>
<tr>
<td>MALS 4270</td>
<td>Writing &amp; Healing</td>
</tr>
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<td>MALS 4702</td>
<td>Topics in Writing</td>
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<td>MALS 4740</td>
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**Total Credits**  

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**Master of Liberal Studies in Arts and Culture with a Concentration in Art, Literature and Culture**

**Degree Requirements**

**Coursework Requirements**

**Core coursework requirements:**

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</tr>
<tr>
<td>MALS 4901</td>
<td>Capstone Project</td>
</tr>
<tr>
<td>or MALS 4902</td>
<td>Capstone Seminar</td>
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**Concentration requirements:**

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**Elective requirements:**
Select three of the following:  

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</table>
Students may choose from the elective options above, or they may work with their advisor to choose electives from the Related or Flexible options for their elective courses.

Students will work with their personal academic advisor to determine the best set of courses to choose from the Related Option. The Related Option allows students to choose from a predetermined group of subject areas from other concentrations that have been identified as most likely relating to their concentration area.

Students will work with their personal academic advisor to determine the best set of courses to choose from the Flexible Option. The Flexible Option allows students to choose from a pool of courses that have been designated for this option. Courses may be from different concentration areas and students will need to obtain approval from the academic director to pursue this option.

**Non-coursework Requirement**

Capstone Project (or successful completion of Capstone Seminar)

**Master of Liberal Studies in Arts and Culture with a Concentration in Arts Development and Program Management**

**Degree Requirements**

**Coursework Requirements**

**Core course requirements:**

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<td>or MALS 4902</td>
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**Concentration requirements:**

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<td>Marketing the Arts: Audience Development and Retention</td>
<td>4</td>
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<tr>
<td>MALS 4284</td>
<td>Arts and Culture Entrepreneurship</td>
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</table>

**Elective requirements:**

Select three of the following: 12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MALS 4130</td>
<td>Fiction Fundamentals</td>
</tr>
<tr>
<td>MALS 4120</td>
<td>Writing Non-Fiction</td>
</tr>
<tr>
<td>MALS 4190</td>
<td>The Writer’s Workshop</td>
</tr>
<tr>
<td>MALS 4750</td>
<td>Literature to Film</td>
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<tr>
<td>MALS 4755</td>
<td>World Literature</td>
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<tr>
<td>MALS 4740</td>
<td>Natural Science and Literature</td>
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<tr>
<td>MALS 4745</td>
<td>Children’s Literature</td>
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<tr>
<td>MALS 4880</td>
<td>From Romance to Realism</td>
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<tr>
<td>MALS 4050</td>
<td>World Visual &amp; Performance Art</td>
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<tr>
<td>MALS 4750</td>
<td>Literature to Film</td>
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<tr>
<td>MALS 4440</td>
<td>Artists on Art</td>
</tr>
<tr>
<td>MALS 4444</td>
<td>Emerging Trends in Art</td>
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</tbody>
</table>
Students may choose from the elective options above, or they may work with their advisor to choose electives from the Related or Flexible options for their elective courses.

Students will work with their personal academic advisor to determine the best set of courses to choose from the Related Option. The Related Option allows students to choose from a predetermined group of subject areas from other concentrations that have been identified as most likely relating to their concentration area.

Students will work with their personal academic advisor to determine the best set of courses to choose from the Flexible Option. The Flexible Option allows students to choose from a pool of courses that have been designated for this option. Courses may be from different concentration areas and students will need to obtain approval from the academic director to pursue this option.

**Non-coursework Requirement**

Capstone Project (or successful completion of Capstone Seminar)

### Master of Liberal Studies in Arts and Culture with a Concentration in Creative Writing

#### Degree Requirements

**Coursework Requirements**

<table>
<thead>
<tr>
<th>Core course requirements:</th>
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<tbody>
<tr>
<td>MALS 4470 Arts and Culture: History, Context, and Trends</td>
<td>4</td>
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<td>MALS 4480 Arts and Culture: Best Practices and Practical Skills</td>
<td>4</td>
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<tr>
<td>MALS 4490 Cultural Participation and Program Planning</td>
<td>4</td>
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<tr>
<td>MALS 4020 Graduate Research and Writing</td>
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<tr>
<td>MALS 4901 or MALS 4902 Capstone Project</td>
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<table>
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<tr>
<th>Concentration requirements:</th>
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<tbody>
<tr>
<td>MALS 4120 Writing Non-Fiction</td>
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<tr>
<td>MALS 4130 Fiction Fundamentals</td>
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<tr>
<td>MALS 4190 The Writer's Workshop</td>
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<tr>
<td>Select three of the following:</td>
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<tr>
<td>MALS 4150 Poetry: The Voice Within</td>
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<td>MALS 4163 Writing the Screenplay</td>
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<td>MALS 4240 Memoir &amp; Personal Essay</td>
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<td>MALS 4260 Writing the Short Story</td>
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<td>MALS 4270 Writing &amp; Healing</td>
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<tr>
<td>MALS 4702 Topics in Writing</td>
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</tbody>
</table>

**Total Credits** 48

**Non-coursework Requirement**

Capstone Project (or successful completion of Capstone Seminar)
Courses

MALS 4020 Graduate Research and Writing (4 Credits)
Critical thinking, accomplished through solid research and clear writing, is paramount to success in one’s academic and professional pursuits. This course enables students to develop clear analytic and rhetorical writing skills at the graduate level; these skills are utilized throughout the curriculum in all degree areas. Each student organizes and produces a focused paper on a topic related to the student’s degree field that contains a continuing argument centered around a clear thesis statement supported by the work of experts. Sources are evaluated for validity and incorporated in the paper with regard to the absence of plagiarism and proper Turabian author-date documentation. Focusing on the thesis statement, students research and analyze current data and trends in the field, build a rhetorical argument, and draw conclusions. The course stresses editing and revision for mechanics, style, and language. It is designed to improve writing and communication skills for use in academic and professional settings. This course is required of all degree seeking students and should be taken in the first two quarter of enrollment. A final grade of B or better must be earned in this course to meet degree requirements.

MALS 4030 Philosophy and Spirituality (4 Credits)
Throughout time human beings have used systems of thinking and belief to grasp at the big questions of life, including the search for meaning, the existence of God, and whether we are truly free or living according to a predestined path. This core course examines various wisdom traditions, sets of spiritual belief, and schools of thought from throughout the world. In it, students will draw upon diverse wisdom and spiritual traditions and apply good critical thinking to contemporary ethical situations. Students will demonstrate an ability to comprehend and use key terms in philosophy and spirituality and learn to develop a discerning attitude toward systems of thought and spirituality. They will also recognize methodology used in philosophical and spiritual discourse, and contemplate how to apply philosophy and faith to problems and situations in today's world.

MALS 4045 The Human Condition (4 Credits)
Within the rich tradition of the liberal arts and humanities lies the study of the social sciences, the academic undertaking of viewing and understanding the human condition. It is important for the humanist scholar to think about who we are, and how we are doing as people. This core class focuses on the disciplines that gauge how individuals and groups live, learn and grow - sociology, psychology, gender and sex studies, marriage and family, anthropology, and related subjects. The class uses case studies to examine how people live and react to their circumstances.

MALS 4050 World Visual & Performance Art (4 Credits)
This course draws upon global artistic traditions of visual art and performance in conveying how human beings express ideas, themes, and emotions. Students view and experience artistic forms and movements throughout history and from a variety of traditions across the world, critically analyzing art movements and forms across time. They synthesize ideas across cultures, traditions, and types of creative expression and make connections and distinctions between genres and art forms. A different, rich, artistic theme is the focus each time the course is taught.

MALS 4120 Writing Non-Fiction (4 Credits)
This course concentrates on the craft of writing nonfiction, which includes genres and approaches such as memoir, the personal essay, narrative nonfiction, travel writing, humor, criticism, and experimental forms. Class discussions involve some lecture but are structured more as a workshop. Students learn about writing and write about learning. Members of the class are expected to express their ideas about the craft and to workshop their writing. The class is a safe place for writers to share their work with others and to learn from one another.

MALS 4130 Fiction Fundamentals (4 Credits)
Effective, powerful writing requires skills that can be acquired. This course is a combination of workshops and lectures focusing on the interplay of plot, characterization, and pacing. Students learn to turn personal experience into story structure and tap the psychological well-spring which enables writers to sustain momentum. The instructor utilizes literary examples to illustrate successful uses of these concepts. Students are invited to bring material at any stage of development to the first class. During the course, development and critique of each student’s material is encouraged.

MALS 4150 Poetry: The Voice Within (4 Credits)
This course is a combination of readings in poetry and poetics, brief lectures, and open discussions focused on the interplay of image, metaphor, rhythm, emotions and ideas in the expressive form of writing called poetry. Students learn to tap the imaginative sources that all creative writing springs from and flow those energies into poetic form. Examples illustrate successful uses of key poetic concepts and help students explore various approaches to expressing themselves fully and clearly through a range of open-ended exercises. Students develop practical critiquing skills with the aim of helping themselves and their classmates write with greater subtlety and power.

MALS 4163 Writing the Screenplay (4 Credits)
Screenwriting is the art of telling a story in images. This class focuses on elements of form and structure, with particular emphasis on format, character development, plot and dialogue. Movies are studied to illustrate genre, fixed and fluid characters, tragic flaw, the dynamic of relationships, development of protagonist and antagonist, and other screen elements. Numerous in-class exercises, discussions, workshops and screenings enable students to find the dramatic essence of stories, write a detailed film synopsis, treatment, and the first act of a feature-length screenplay.

MALS 4190 The Writer's Workshop (4 Credits)
A writer writes* is the universal mantra of the writing life, but one of the critical steps in developing a work in progress is getting constructive feedback. Unfortunately, all too often, a writer ends up disappointed because the feedback received is superficial, too polite, or little more than proofreading. This course teaches students to workshop in a meaningful way, responding to content, focus, coherence, and organizational issues. Students learn to elicit more feedback from their workshop colleagues, demonstrating the relationship between reader and writer. The class explores a variety of genres, and each student produces short exercises and longer projects that demonstrate a grasp of various aspects of the writing craft. Periodically, guest authors with different writing specialties join the class to discuss the writing experience and shed light on the workshop process.
MALS 4240 Memoir & Personal Essay (4 Credits)
Personal essays and memoirs are forms of writing that attempt to arrive at universal truths through self-exploration. Students examine the work of several modern essayists and analyze a literary memoir. Through course readings, writing, workshopping, and discussions, students analyze and apply what makes this writing work. By incorporating literary elements such as conflict, characterization, dramatic structure, and transformation, students turn their personal experiences into meaningful nonfiction narratives. As V.S. Pritchett said of the memoir, “It’s all in the art. You get no credit for living.” Personal essays need not deal with the author’s biography at all, only with his or her experience in a limited way. This course combines reading, writing, analysis, and discussion facilitation.

MALS 4260 Writing the Short Story (4 Credits)
The dramatic elements of the short story are distinct from any other form of fiction. This workshop is for writers who plan to seriously study the form of the contemporary short story, and to apply their learning to their own projects. Students focus equally on reading published works and writing/revising an original short story, as well as discussing aspects of publishing. Weekly writing exercises, readings, and workshops of student stories are combined to provide the most direct, effective training in this dynamic form. Prerequisite: MALS 4130 (Fiction Fundamentals).

MALS 4270 Writing & Healing (4 Credits)
Many writers attest to the emotional, spiritual, and even physical benefits of writing. In this course, we explore a variety of ways written expression can help us navigate the human journey. Students learn leading theoretical models of journal and poetry therapy (interactive bibliotherapy), assess poems for use in personal growth contexts, and participate in experiential discussions and writing exercises. Students focus on the writing and healing process rather than their own self-explorations of healing through writing. Students submit a portfolio of reflection writings, as well as complete a final paper on a writing topic that intersects with a personal growth experience or interest.

MALS 4280 Funding the Arts and Program Development (4 Credits)
Arts organizations must always consider funding when developing programming. Organizational strategic planning is analyzed, and fundraising is examined as a major component of planning. Various tools and techniques for fundraising, including communication and planning skills, are analyzed and applied to case studies. Students explore different forms of fundraising and their implications for programming, which may include private or public grants, governmental funding, fundraising events, and private donations.

MALS 4281 Event Planning (4 Credits)
Events and festivals play a large role in promoting the arts and developing links between the arts community and wider audiences and patrons. Students address various topics associated with event and festival planning and management, such as program development, marketing and audience development, venue considerations, and building partnerships. Students create an event program and plan.

MALS 4283 Marketing the Arts: Audience Development and Retention (4 Credits)
This course provides a strategic approach to audience and markets. Students study basic principles of marketing and audience identification. They build strategic marketing plans that are cohesive with the mission and programming of the organization, utilizing various forms of media. Audience characteristics are examined from various perspectives, and theories of creating commitment to the arts are studied. Students create an arts marketing plan for an organization or event.

MALS 4284 Arts and Culture Entrepreneurship (4 Credits)
In any sector of the Arts and Culture field, whether government, non-profit, or for profit, it is essential to be able to develop programs and/or organizations from conception through implementation and assessment. This development requires the clear communication of what is needed to develop, implement, and sustain this plan over time. In this course, students take an entrepreneurial approach to develop a program or organization in the arts and culture field. Students develop and present a comprehensive business plan to define, map, structure, and assess the program / organization in either the non-profit or for profit sector.

MALS 4440 Artists on Art (4 Credits)
This course explores the professional life of the artist, including how artists conceive of a vision for their work, organize their time and space, and communicate about their art. Students read significant works (diaries, correspondence, and essays) by and about artists, and have opportunities to interact with working artists. Students keep and produce a journal to explore ideas, plan projects, and describe methods and media to be used in their current or proposed work.

MALS 4442 History of Methods and Media (4 Credits)
This course provides a review of selected periods and movements in the history of art with special attention to the methods, materials, media and design techniques used by artists of different eras. Students explore the relationships of available technologies and media to the purpose and social influences that created particular stylistic periods and movements. Through careful study of images and by completing several brief assigned projects, students explore typical artistic problems and generate creative responses.

MALS 4444 Emerging Trends in Art (4 Credits)
This course focuses on what is “going on” in the arts: contemporary trends, what’s hot, what’s not, and why. Selected themes in modern and contemporary art are reviewed to help students discover how their art will fit into or counter emerging trends in art. The latest cutting edge developments in art are explored, and students are challenged to describe the place and purpose for their work.

MALS 4448 Studio Art: Drawing (4 Credits)
This studio course explores essential components of drawing including composition, line, value, proportion, shape, positioning, and perspective. Materials to be covered include pencil, charcoal, pastel, and pen and ink. Light source, shading, and value are also addressed. Drawing styles and techniques explored in this course vary each session.
MALS 4450 Studio Art: Painting (4 Credits)
This studio course is designed for students working beyond the beginning level in painting and will involve extensive experimentation with materials and techniques to address individual painting problems identified by faculty and students. The organization of ideas and development of personal imagery are addressed. Painting styles and techniques explored in this course vary each session.

MALS 4452 Studio Art: Ceramics (4 Credits)
This studio course focuses on the use of the potter's wheel as a ceramic tool. Work will include simple to complex thrown and altered forms. Hand-building techniques and non-traditional approaches to use of materials, glazing and firing are also studied. Styles and techniques explored in this course vary each session.

MALS 4454 Studio Art: Sculpture (4 Credits)
This studio course addresses core issues of three-dimensional form. Students learn about the processes of modeling, casting, carving, and construction of armatures. Emphasis is placed on discovering where images and ideas come from, how they develop, and how they interface with various materials and techniques for sculptural representation.

MALS 4455 Into the Future: Global Trends and Forecasting (4 Credits)
Why is learning about the future important today? How do we look into the future and analyze the dynamic global environment that is changing on a daily basis? This course will challenge students to look into the future and examine the following seven important trends: Globalism, Human Genome/Cloning, Migration/Generational Change, New Energy Processes, Religion/Ethics, Security/Terrorism, and Technological Change. Each student will write a research paper analyzing a future trend or issue and give a class presentation about their findings. In so doing, they will demonstrate an awareness of the pitfalls and opportunities for humanity in this interlinked, globalized, 21st century world.

MALS 4456 Studio Art: Photography (4 Credits)
This course explores the techniques and aesthetics of artistic photography, including a thorough overview of old and new methods. Instruction includes camera use, picture processing, and presentation. Assignments provide a context for developing technical skills and exploring personal interpretation.

MALS 4458 Studio Art: Printmaking (4 Credits)
This course introduces intaglio and relief printmaking methods in addition to paper lithography. Intaglio techniques include copper plate etching and engraving. Relief printing includes linoleum cut and woodcut methodology. Single plate black and white and multiple plate color methods are reviewed. Students focus on work in one of these media for a class project.

MALS 4460 Studio Art: Digital Art (4 Credits)
This course lays the groundwork for design literacy and digital art making. Class objectives include understanding how meaning is formed and learning digital applications in art reflecting cultural, social, political and psychological contexts. Students are expected to complete pre-course work to gain software literacy and attend a post-course critique; class time is spent on creating digital art works.

MALS 4462 Studio Art: Mixed Media (4 Credits)
This course explores the techniques and aesthetics of mixed media in visual art, including an exploration of innovative media use. Instruction includes method and media processing and presentation. Assignments provide a context for developing technical skills and exploring personal interpretation.

MALS 4470 Arts and Culture: History, Context, and Trends (4 Credits)
This course examines the significant and growing economic, social, and educational impact of the arts in today's rapidly changing environment. Discussion of current and historical trends in the visual, performing, literary, and media arts provide a context for practical applications in the field.

MALS 4480 Arts and Culture: Best Practices and Practical Skills (4 Credits)
This course provides a comprehensive overview of nonprofit best practices with specific applications to arts and culture organizations. Governance, budget planning and management, organizational development, advocacy, marketing and fundraising, community and rural development, event planning and facilities management are discussed using exemplary and diverse arts organizations as case studies.

MALS 4490 Cultural Participation and Program Planning (4 Credits)
In this course, students explore changing attitudes and participation in the arts and the need for innovative approaches to engage audiences. Audience development and involvement is explored, especially in terms of arts education. The connection between cultural participation and program planning is closely examined. Various models are discussed on a theoretical level, and diverse arts organizations serve as case studies for practical applications.

MALS 4530 China and The Pacific Rim (4 Credits)
This course is an introduction to the rich cultural traditions of Asia, past, present and future--its religious and philosophical systems, artistic and literary contributions, and patterns of political, social, and economic development. It will also investigate the shared experiences of Asian Americans in the U.S. with an emphasis on people of Chinese, Japanese, Korean, Southeast Asian, Pacific Islander and South Asian ancestry. Contemporary issues such as ethnic association, discrimination, interracial conflict, generational differences, and gender roles and relationships also will be covered. Students are expected to gain from this course and appreciation of the cultural complexity of Asia and Asian-American communities.

MALS 4544 The Middle East (4 Credits)
The Middle East has been referred to as the "World Trouble Spot," but it is also a region of vibrant cultural traditions and a rich past, present and future. Students in the course examine the impact of the Middle East's history - and its unique artistic, literary, and cultural contributions - on the present day. They also study the current Middle East peace process, the oil economy, and radical Islam as it relates to jihadism and terrorism.
MALS 4701 Topics in Literature (4 Credits)
The content of this course varies each term. The topics may include time-sensitive issues in the area of literature, elective courses that are not scheduled regularly during the course of the year, or advanced inquiry into core-course subjects. Each time the course is offered, the specific content is announced in the quarterly course schedule. Depending on the subject matter, students may be required to have completed prerequisite courses.

MALS 4702 Topics in Writing (1-4 Credits)
The content of this course varies each time it is offered. The topics may include time-sensitive issues in the areas of writing and literature, elective courses that are not scheduled regularly during the course of the year, or advanced inquiry into core-course subjects. Each time the course is offered, the specific content is announced in the quarterly course schedule. Depending on the subject matter, students may be required to have completed prerequisite courses.

MALS 4703 Topics in Film (1-5 Credits)
The content of this course varies each time it is offered. The topics may include time-sensitive issues from the film industry, elective courses that are not scheduled regularly during the course of the year, or advanced inquiry into core-course subjects. Each time the course is offered, the specific content is announced in the quarterly course schedule. Depending on the subject matter, students may be required to have completed prerequisite courses.

MALS 4704 Topics in Art (1-5 Credits)
The content of this course varies each time it is offered. The topics may include time-sensitive issues from the film industry, elective courses that are not scheduled regularly during the course of the year, or advanced inquiry into core-course subjects. Each time the course is offered, the specific content is announced in the quarterly course schedule. Depending on the subject matter, students may be required to have completed prerequisite courses.

MALS 4705 Topics in Liberal Studies (1-5 Credits)
The content of this course varies each time it is offered. The topics may include time-sensitive issues from the film industry, elective courses that are not scheduled regularly during the course of the year, or advanced inquiry into core-course subjects. Each time the course is offered, the specific content is announced in the quarterly course schedule. Depending on the subject matter, students may be required to have completed prerequisite courses.

MALS 4740 Natural Science and Literature (4 Credits)
The natural sciences have inspired some of the most entertaining, creative and provocative works in international literature. Writers like Thoreau, Gould, McPhee, Kingsolver and others have explored some of the most complex theories that explain the majesty of the physical world. Students read and analyze many works in this popular genre. Specifically, the class looks at how these writers use story to shape their work, how they introduce and explain multifaceted theories for the layperson, and how recent scientific theory has shaped our culture. Students also have an opportunity to write about scientific subjects in their own voice.

MALS 4745 Children’s Literature (4 Credits)
This course is an introductory study of all levels of children's literature for the student who is interested in literature, the student who is planning to teach, and for those who are or will be parents. This course introduces students to types, genres, and varieties of literature for reading to children as well as reading by children. The main focus is to remember the joys and wonders of reading as a child and young adult, and to approach the literature selected not as "just a kid's book," but as literature with real quality standards and room for critical and analytical discussions.

MALS 4750 Literature to Film (4 Credits)
In this course, we examine the adaptation of literary works into films. We closely study selected modern literary works and the film interpretations of each work. Focusing on the transition from one narrative form to another, the course aims at enhancing the critical skill of students as well as their creative ability. Therefore, we also have mini scripting workshops as a way of imaginatively highlighting the sort of considerations that go into the making of the film script.
MALS 4755 World Literature (4 Credits)
In this course, students take a literary tour of the world in 70 days. Stops along the way include classic works of the 20th-Century from Africa, Asia, Europe, and Latin America - fiction, nonfiction, and poetry. As with any whirlwind tour, students learn a little about "the other" and a lot about themselves. An emphasis can help us see our own literary and cultural assumptions with new eyes. Students are also asked to reflect on thematic relationships and differences among texts from different times and places.

MALS 4880 From Romance to Realism (4 Credits)
Nineteenth-century Britain witnessed wide-scale social, political, and cultural upheaval: the French Revolution, the expansion of empire, naval dominance, massive political reforms, and ongoing debate about women. This course explores the great writings of the period, examining the transition from the Romanticism of the early part of the century, characterized by the writing of William Wordsworth, S. T. Coleridge, Jane Austen, and Sir Walter Scott, to the realism of the later century employed by such writers as Charles Dickens, George Eliot, Robert Browning, and Alfred, Lord Tennyson. We explore the tensions, gaps, and overlaps between these two categories - Romanticism and realism - and their place in the writing of the authors whose works are frequently labeled as Romantic or Realist. The course emphasizes both the literature itself and the cultural forces from which the literature developed.

MALS 4901 Capstone Project (4 Credits)
The Capstone Project provides students the opportunity to research a topic, problem, or issue within their field of study, and work individually with a Capstone advisor. Similar in weight to a thesis, but more flexible, this final project synthesizes and applies core concepts acquired from the program. The student selects an appropriate Capstone advisor who is knowledgeable in the field of study to work closely with and whom can guide the research project. Evaluation will be focused on the quality and professionalism of applied research and writing; critical and creative thinking; problem-solving skills; knowledge of research design, method, and implementation; and contribution to the field and topic of study. View the Capstone Guidelines for additional details. Prerequisites: A Capstone Proposal that has been approved by both the Capstone Advisor and the Academic Director, unconditional acceptance as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPA of 3.0 or better, and a B or better in MALS 4020. A final grade of B or better must be earned in this course to meet degree requirements.

MALS 4902 Capstone Seminar (4 Credits)
The Capstone Seminar is a graduate seminar in which students utilize the knowledge and skills gained through the degree program to create a culminating work that critically addresses a problem or issue in the degree field of study. The student produces a paper of 7000-8000 words that presents a position on a relevant problem or issue, supports the position with professional and academic work in the field, analyzes and tests the paper position, and discusses the role of the findings within the field of study. The seminar is dependent upon collegial discussion of student research and work under the facilitation of a faculty member, and it is governed by the quality of participation and contributions of the students. The course structure, facilitated by the faculty member, guides the students through the process of independent research and writing of a capstone paper; the instructor provides intensive feedback on the capstone process and papers. Students are responsible for generating the course content through ongoing discussion of and peer feedback on the capstone process and individual papers, as well as the analysis and contextualization of focused students papers within the wider degree field of study. Students professionally and academically communicate their findings through written work and oral presentations. Students must have: unconditional acceptance as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPA of 3.0 or better, and a B or better in MALS 4020. A final grade of B or better must be earned in this course to meet degree requirements. Students must complete the Capstone Seminar in one quarter; no incomplete grades are assigned.

MALS 4903 Creative Capstone Seminar (4 Credits)
The Creative Capstone Seminar is a graduate seminar in which students utilize the knowledge and skills gained through the degree program to create a culminating creative work and paper that critically addresses its context in the degree field of study. In the critical paper, the student presents writing and content motivations of the creative work, supports those motivations with professional and academic work in the field, analyzes the creative work in the context of the writing and literature fields, and reflects upon the creative process. The seminar is dependent upon collegial discussion of student writing process and drafts under the facilitation of a faculty member, and it is governed by the quality of participation and contributions of the students. The course structure, facilitated by the faculty member, guides the students through the creative process and writing of an analytical capstone paper; the instructor provides intensive feedback on the capstone process and papers. Students are responsible for generating the course content through ongoing discussion of and peer feedback on the capstone process and individual work, as well as the analysis and contextualization of focused student creative work and papers within the wider degree field of study. Students professionally and academically communicate their creation and findings through written work and oral presentation. Students must have: unconditional acceptance as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPA of 3.0 or better, and a B or better in MALS 4020. A final grade of B or better must be earned in this course to meet degree requirements. Students must complete the Capstone Seminar in one quarter; no incomplete grades are assigned.

MALS 4904 Interdisciplinary Capstone Seminar (4 Credits)
The Interdisciplinary Capstone Seminar is a graduate seminar in which students utilize the knowledge and skills gained through the degree program to create a culminating work that critically addresses a problem or issue in the degree field of study. Members of the class will include students from various UCOL programs, representing multiple topics of study. On campus offerings of this course include required online components. The student produces a paper of 7000-8000 words that presents a position on a relevant problem or issue, supports the position with professional and academic work in the field, analyzes and tests the paper position, and discusses the role of the findings within the field of study. Students professionally and academically communicate their findings through written work and oral presentations. The seminar is dependent upon active and collegial discussion and critique of student research and work under the facilitation of a faculty member, and it is governed by the quality of participation and contributions of the students. Students must have: unconditional acceptance as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPA of 3.0 or better, and a B or better in MALS 4020. A final grade of B or better must be earned in this course to meet degree requirements. Students must complete the Capstone Seminar in one quarter; no incomplete grades are assigned.
MALS 4905 Graduate Social Research Methods (4 Credits)
Graduate Social Research Methods is an exploration of the methods and purposes of social science research from the perspective of the researcher as well as that of the informed professional and consumer of information. Students learn about the process of research, including the development of research questions, the purpose of various social science research methods, the role of professional ethics, and general approaches to the analysis and interpretation of data. Students develop the ability to read and critique basic social science research articles and to implement simple research designs. Students develop and write a research proposal around a specific research question informed by a review of the literature. Technical requirements include the ability to read and modify Microsoft Excel documents.

MALS 4915 Humanities Research (4 Credits)
In this course, students engage in critical inquiry of the intersections between art, culture, and society with an interdisciplinary approach. Students develop informed research questions and thesis statements to provide insight to artistic and cultural issues within historical, theoretical, and ethical frameworks. A cohesive framework of analysis is developed through critical reading of scholarly literature. Connections are made between humanistic study of arts and culture and applications in the professional, creative economy. The course addresses and develops skills needed for graduate and professional study at the University of Denver.

MALS 4991 Independent Study (1-8 Credits)
This is an advanced course for students wishing to pursue an independent course of study. The student must be accepted in a degree program, have earned a grade point average of 3.0 or better, obtained the approval of the department director, and have completed the Independent Study form and filed the form with all appropriate offices before registering for the independent study. Independent Study is offered only on a credit basis and only for degree candidates.

MALS 4992 Directed Study (1-8 Credits)
This is an advanced course for students wishing to pursue a directed course of study. The student must be accepted in a degree program, have earned a grade point average of 3.0 or better, obtained the approval of the department director, and have completed the Independent Study form and filed the form with all appropriate offices before registering for the independent study. Directed Study is offered only on a for-credit basis.

Environmental Policy and Management
Office: University College Student Support Center
Mail Code: 2211 S. Josephine St., Denver, CO 80208
Phone: 303-871-2291, 800-347-2042
Email: ucolsupport@du.edu
Web Site: http://www.universitycollege.du.edu

Certificate in Environmental Policy and Management with a concentration in Energy and Sustainability
The graduate certificate in Energy and Sustainability concentration may be earned online or in a combination of online and on campus at the University of Denver in the evenings to meet the needs of busy adults. Busy adults who already hold master's degrees, or professionals who work within the field of energy development, will benefit from a graduate certificate in Energy and Sustainability, a dynamic field that is emerging in importance and popularity. Ideal for students seeking further study related to sustainable systems, energy development and use, energy finance, and alternative and renewable energy processes, the graduate certificate in Energy and Sustainability may be earned online or on campus in the evenings. Students will develop integration strategies, build finance and marketing plans, articulate a strong working knowledge of sustainability concepts, and learn about energy and sustainability systems.

Sustainable systems must be considered and developed in the areas of growth, transportation, energy, policy, and business models in order to head off looming environmental, political, and humanitarian problems. This will be accomplished through a comprehensive study of sustainability in the areas of economic development, green building, land use, transportation, and water resources. Credits earned through this graduate certificate may apply toward a master's degree in Environmental Policy and Management.

This certificate prepares students to:

- Demonstrate a solid understanding of how nonrenewable and renewable energy sources are developed, used, regulated, and financed
- Articulate a strong working knowledge of sustainability concepts
- Show an understanding of trends and issues in areas of traffic management, climate science, water supplies, and green buildings
- Develop plans for the integration of sustainable practices into products, business and marketing plans, environmental policies, and organizational processes
- Build finance schemes and marketing strategies for their plans so they can be presented to an organization leader as an executable idea
Certificate in Environmental Policy and Management with a concentration in Environmental Assessment of Nuclear Power

The graduate certificate in Environmental Assessment of Nuclear Power concentration may be earned online or in a combination of online and on campus at the University of Denver in the evenings to meet the needs of busy adults. The graduate certificate addresses the requirements and topics needed for any Environmental Impact Statement (EIS), as well as the human health and environmental risks associated with the use of radioactive materials. Graduate certificate students will be prepared with essential knowledge to complete, analyze, and enhance Environmental Impact Statements—documents that provide valuable information about proposed development processes of nuclear energy. The graduate certificate program will also support the educational infrastructure that allows the nation to move forward with its nuclear energy initiatives by promoting and strengthening the teaching/learning needs in environmental protection around nuclear sites and installations, including uranium mines and milling facilities.

Earned online or on campus in the evenings, the graduate certificate in Environmental Assessment of Nuclear Power goes beyond environmental basics; certificate students will understand the role of scientific quantification of nuclear project action and the interaction with the environment, while pursuing alternative power solutions that contribute to the sustainable development of nuclear energy. Learn the laws and policy associated with nuclear energy and become an expert in the interaction between nuclear power and the environment. Credits earned through this graduate certificate may apply toward a master’s degree in Environmental Policy and Management.

This certificate prepares students to:

- Develop the skills necessary to prepare an EIS, and their interdisciplinary nature
- Develop the ability to critically analyze the EIS document and the implementation policy process
- Understand the role of scientific quantification of nuclear project action and the interaction with the environment
- Enhance the individual and team skills necessary in the preparation of an EIS
- Advance knowledge in nuclear energy policy and laws
- Develop a foundation for improving engineering design of nuclear systems and nuclear waste treatment facilities that would be friendlier to the environment
- Develop the capability to identify alternative design features that would be friendlier to the environment and contribute to sustainable development of nuclear energy

Certificate in Environmental Policy and Management with a concentration in Environmental Health and Safety

The graduate certificate in Environmental, Health and Safety concentration may be earned online or in a combination of online and on campus at the University of Denver in the evenings to meet the needs of busy adults. Designed and delivered for professionals who already holds a master’s degree, or for professionals looking to further their environmental career with a new skillset, the graduate certificate in Environmental, Health and Safety concentration may be earned online or on campus in the evenings. Certificate students will explore the foundational statutory and regulatory origins of environmental health and safety compliance management and learn how to effectively and efficiently streamline resources to integrate safety and health regulations across sectors and industries.

Students pursuing this graduate certificate, either online or on campus, will acquire environmental management skills and technical knowledge that prepare them to work with health and safety statutes and regulations, management of worker health and safety issues, environmental management and reporting systems, and business and finance. Credits earned through this graduate certificate may apply toward a master’s degree in Environmental Policy and Management.

Certificate in Environmental Policy and Management with a concentration in Environmental Management

The graduate certificate in Environmental Management concentration may be earned online or in a combination of online and on campus at the University of Denver in the evenings to meet the needs of busy adults. Designed and delivered for professionals who already holds a master’s degree, or for professionals looking to further their environmental career with a new skillset in leadership, policy, and environmental issues, the graduate certificate in Environmental Management concentration provides detailed instruction on statutes and regulations, management and reporting systems, business and finance strategy, and communication and negotiation skills as they each relate to environmental management. Environmental Management graduate certificate students take master’s level classes, but do not complete a capstone project. Credits earned through this graduate certificate may apply toward a master’s degree in Environmental Policy and Management.
Certificate in Environmental Policy and Management with a concentration in Environmental Policy

The graduate certificate in Environmental Policy concentration may be earned online or in a combination of online and on campus at the University of Denver in the evenings to meet the needs of busy adults. Designed and delivered for professionals who already hold master's degrees or for those looking to further their environmental career with a new skillset, the graduate certificate in Environmental Policy concentration is ideal for adult students seeking an innovative, career-relevant graduate certificate. Environmental policy analysis at the public level will be discussed, including contemporary methods for analytical model development, implementation, and evaluation.

Environmental Management and Policy students who are currently in the field of environmental policy, or for those aspiring to join the field, will develop skills through the online graduate certificate program that will serve them well in a policy-making organization, such as values and ethics, communication and negotiation, policy analysis, and environmental laws and regulations. Environmental Policy graduate certificate students take master's level classes, but do not complete a capstone project. Credits earned through this graduate certificate may apply toward a master's degree in Environmental Policy and Management.

Certificate in Environmental Policy and Management with a concentration in Natural Resource Management

The Natural Resource Management graduate certificate may be earned online or in a combination of online and on campus at the University of Denver in the evenings to meet the needs of busy adults. Designed for professionals who already hold master's degrees, or for busy adults looking to further their environmental career with a new skillset, the graduate certificate in Natural Resource Management earned online or on campus in the evenings will prepare students to work in natural resource management roles for commercial or government organizations. Certificate students will learn historic and contemporary management systems and principles, in addition to essential policies and procedures needed to thrive in natural resource management in the public or private sectors.

The graduate certificate is designed for professionals whose primary interest is the management of natural resources for organizations which plan or regulate the use of natural resources, or commercial operations which extract and use natural resources. Graduate certificate students will develop organizational leadership skills and learn environmental statutes and regulations pertaining to natural resource management. Credits earned through this graduate certificate may apply toward a master's degree in Environmental Policy and Management.

Master of Applied Science in Environmental Policy and Management with a concentration in Energy and Sustainability

The Energy and Sustainability master's degree concentration may be earned online or in a combination of online and on campus at the University of Denver in the evenings to meet the needs of busy adults. Students are prepared to enter the dynamic industry of energy and sustainability, which is emerging in importance and popularity around the world. Students will establish a solid foundation in energy and sustainability concepts, and then learn to integrate environmental systems, put policy into practice, and develop effective sustainability plans. Regulatory and policy issues related to energy development, implementation, and use, energy finance, and alternative and renewable energy processes will be examined, along with renewable energy sources, plans for integration, and trends within the field of energy.

Sustainable systems must be considered and developed in the areas of growth, transportation, energy, policy, and business models in order to head off looming environmental, political, and humanitarian problems. This will be accomplished through a comprehensive study of sustainability in the areas of economic development, green building, land use, transportation, and water resources. Customize your Environmental Policy and Management master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to:

• Demonstrate a solid understanding of how non-renewable and renewable energy sources are developed, used, regulated, and financed
• Articulate a strong working knowledge of sustainability concepts
• Show an understanding of trends and issues in areas of traffic management, climate science, water supplies, and green buildings
• Develop plans for the integration of sustainable practices into products, business and marketing plans, environmental policies, and organizational processes
• Build finance schemes and marketing strategies for their plans so they can be presented to an organization leader as an executable idea

Master of Applied Science in Environmental Policy and Management with a concentration in Environmental Assessment of Nuclear Power

The Environmental Assessment of Nuclear Power master's degree concentration may be earned online or in a combination of online and on campus at the University of Denver in the evenings to meet the needs of busy adults. This degree addresses the requirements and topics needed for any Environmental Impact Statement (EIS), as well as the human health and environmental risks associated with the use of radioactive materials. Students will be prepared with essential knowledge to complete, analyze, and enhance Environmental Impact Statements—documents that provide valuable
information about proposed development processes of nuclear energy. The program will also support the educational infrastructure that allows the nation to move forward with its nuclear energy initiatives by promoting and strengthening the teaching/learning needs in environmental protection around nuclear sites and installations, including uranium mines and milling facilities.

The master's degree concentration in Environmental Assessment of Nuclear Power goes beyond environmental basics; students will understand the role of scientific quantification of nuclear project action and the interaction with the environment, while pursuing alternative power solutions that contribute to the sustainable development of nuclear energy. Learn the laws and policy associated with nuclear energy and become an expert in the interaction between nuclear power and the environment. Customize your Environmental Policy and Management master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to:

- Develop the skills necessary to prepare an EIS, and their interdisciplinary nature
- Develop the ability to critically analyze the EIS document and the implementation policy process
- Understand the role of scientific quantification of nuclear project action and the interaction with the environment
- Enhance the individual and team skills necessary in the preparation of an EIS
- Advance knowledge in nuclear energy policy and laws
- Develop a foundation for improving engineering design of nuclear systems and nuclear waste treatment facilities that would be friendlier to the environment
- Develop the capability to identify alternative design features that would be friendlier to the environment and contribute to sustainable development of nuclear energy

Master of Applied Science in Environmental Policy and Management with a concentration in Environmental Health and Safety

The Environmental, Health and Safety master's degree concentration may be earned online or in a combination of online and on campus at the University of Denver in the evenings to meet the needs of busy adults. Whether students currently work in environmental health and safety positions for commercial or government operations, or aspire to, the Environmental, Health and Safety master's degree prepares them with the management skills and technical knowledge required to become a health and safety manager or officer. Students will begin with the foundational statutory and regulatory origins of environmental health and safety compliance management and learn how to effectively and efficiently streamline resources to integrate safety and health regulations across sectors and industries.

Critical instruction is given on relevant training, emergency planning, procedural operations, and the management of worker health and safety, in addition to environmental management and reporting systems and business and finance strategy. Customize your Environmental Policy and Management master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

Master of Applied Science in Environmental Policy and Management with a concentration in Environmental Management

The Environmental Management master's degree concentration may be earned online or in a combination of online and on campus at the University of Denver in the evenings to meet the needs of busy adults. Master's degree students will learn environmental management and leadership essentials, providing them with critical knowledge related to technology, law, and economics as they each relate to the environment. Facilitating environmental innovation, development plans, and integration will be discussed, along with essential permitting and regulatory issues that environmental managers need.

Students in the Environmental Management master's concentration will receive engaging instruction from professional practitioners who work in the fields they teach in topics ranging from economics to law, leadership to regulations, as each topic relates to the environment. Designed for students seeking a combination of leadership, policy, and environmental issue education, the concentration prepares graduates to address and manage complex environmental systems. Customize your Environmental Management master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

Master of Applied Science in Environmental Policy and Management with a concentration in Environmental Policy

The Environmental Policy master's degree concentration may be earned online or in a combination of online and on campus at the University of Denver in the evenings to meet the needs of busy adults. Designed for professionals working in organizations focused on environmental policy development or advocacy such as legislatures, regulatory agencies, consultants, and advocacy groups, the Environmental Policy master's concentration provides students with policy analysis and development skills needed to serve as a senior analyst or manager within a policy-making organization.

Students will receive valuable instruction—from professional practitioners who work in the fields they teach—in topics ranging from economics to law, ethics to finance, as each topic relates to environmental policy. A master's degree concentration in Environmental Policy will prepare students for
Admission Criteria

A regionally accredited baccalaureate degree is required for admission. Applicants must have a minimum grade point average (GPA) of 3.0 on a 4.0 scale (or equivalent) in their undergraduate work from a regionally accredited degree-granting institution for full admission. Applicants whom University College believes may successfully engage in graduate work, but who have not met the previously stated GPA requirement, may be admitted to a degree program on a provisional basis. The GMAT and GRE are NOT required.

Admission Process

Master's degree applications are reviewed for admission on a quarterly basis. Applications and all supplemental materials must be submitted online; with the exception of transcripts, which must be received by the stated application deadline (requests for accommodation may be granted). Applicants will be notified of a decision via email and standard mail approximately two weeks following the application deadline. Detailed application information and application deadlines are located on the University College website (http://universitycollege.du.edu/answers/admission/masters.cfm).

- **Application:** Applicants must complete the application online (http://myweb.du.edu).
- **Application Fee:** A $75 non-refundable application fee is required for an application to be processed.
- **One Official Transcript from each Post-Secondary Institution:** Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where 2 quarter hours (or one semester hour) or more were completed. This includes transcripts for credit earned as transfer work and study abroad.
- **Two Letters of Recommendation:** Two confidential letters of recommendation are required.
- **Statement of Purpose:** A personal statement (two pages double spaced) is required. The statement should include information on how the degree will enhance career plans and meet educational goals. Sharing personal experiences, abilities, achievements, and goals is encouraged. This document has considerable influence in the decision to admit applicants with attention given to written communication skills.
- **Résumé/Curriculum Vitae (CV).**
- **Degree Plan:** The degree plan, detailing courses for the academic program, is required to complete the admission process and can be completed through the University College online Degree Builder (http://universitycollege.du.edu/DegreeBuilder/Student/ChooseDegree.aspx) tool.
- **Language Proficiency:** Applicants whose native language is not English or who have been educated in countries where English is not the native language, regardless of citizenship, must provide official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). The TOEFL and IELTS scores are valid for two years from the test date. Applicants may be exempt from English proficiency test requirements if they have earned a post-secondary degree from a recognized/accredited university where the language of instruction and examination is English.
- **Proof of Permanent Residency:** Permanent Residents must provide a copy of their Registration Alien Card (green card).
- **Admission Interview:** An interview may be required at the program director’s request.
- **International Applicants:** Additional requirements are listed below for international applicants.
CERTIFICATE ADMISSION

Admission Criteria

A regionally accredited baccalaureate degree is required for admission. Applicants must have a minimum grade point average (GPA) of 3.0 on a 4.0 scale (or equivalent) in their undergraduate work from a regionally accredited degree-granting institution for full admission. Applicants whom University College believes may successfully engage in graduate work, but who have not met the previously stated GPA requirement, may be admitted to a degree program on a provisional basis. The GMAT and GRE are NOT required.

Admission Process

Certificate applications are reviewed for admission on a quarterly basis. Applications and all supplemental materials must be submitted online; with the exception of transcripts, which must be received within the stated application deadline (requests for accommodation may be granted). Applicants will be notified of a decision via email and standard mail approximately two weeks following the application deadline. Detailed application information and application deadlines are located on the University College website (http://universitycollege.du.edu/answers/admission/certificate.cfm).

- **Application:** Applicants must complete the application online (http://myweb.du.edu).
- **Application Fee:** A $50 non-refundable application fee is required for an application to be processed.
- **One Official Transcript from each Post-Secondary Institution:** Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where 2 quarter hours (or one semester hour) or more were completed. This includes transcripts for credit earned as transfer work and study abroad.
- **Certificate Plan:** The certificate plan, detailing courses for the academic program, is required to complete the admission process and can be completed through the University College online Degree Builder (http://universitycollege.du.edu/DegreeBuilder/Student/ChooseDegree.aspx) tool.
- **Language Proficiency:** Applicants whose native language is not English or who have been educated in countries where English is not the native language, regardless of citizenship, must provide official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). The TOEFL and IELTS scores are valid for two years from the test date. Applicants may be exempt from English proficiency test requirements if they have earned a post-secondary degree from a recognized/accredited university where the language of instruction and examination is English.
- **Proof of Permanent Residency:** Permanent Residents must provide a copy of their Registration Alien Card (green card).
- **Admission Interview:** An interview may be required at the program director’s request.
- **International Applicants:** Additional requirements are listed below for international applicants.

INTERNATIONAL ADMISSION

International applicants must comply with all requirements set forth for domestic applicants and supplement their application with additional documentation. International applicant information, including admission deadlines and the International Applicant Checklist, is available on the University College website (http://universitycollege.du.edu/answers/admission/international.cfm).

Admitted international applicants whose native language is not English are required to attend University College’s International Preparation Week (http://universitycollege.du.edu/answers/admission/international.cfm) prior to attending courses at University College.

University College will consider graduate applicants who have earned three-year baccalaureate degrees from 15-year education systems. The school from which the applicant has earned the degree must be a formally recognized or regionally accredited institution of higher learning, as determined by the University Of Denver Office Of International Student Admission. Admission policy and procedures for applicants holding three-year baccalaureate degrees is the same as for other international applicants with one exception: applicants with a three-year degree are not eligible for English Conditional Admission. Priority consideration will be given to those with a minimum of three year’s work experience.

Additional Admission Requirements for International Applicants

- **English Proficiency:** All internationally educated applicants whose native language is not English are required to submit proof of English Language Proficiency regardless of citizenship and/or U.S. residency.
  1. **TOEFL:** A minimum score of 550 (paper based), 213 (computer based), or 80 (Internet based) is required for admission consideration. Generally, applicants should achieve at least 20 in all TOEFL subscores on the internet-based exam. TOEFL score reports older than two years from the date of application are not accepted for admission consideration.
  2. **Academic IELTS:** A score of 6.5 or higher is required to be considered for admission. Each individual band score must be 6.0 or higher. IELTS score reports older than two years from the date of application are not acceptable for admission consideration.
  3. **Possible Exemptions:** International applicants may be exempt from the TOEFL/Academic IELTS requirement if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the entire language of instruction and examination is in English.
  4. **English Conditional Acceptance (ECA):** Master’s degree applicants who do not meet the required level of English proficiency may be considered for conditional acceptance if all other admission criteria are met. Prior to enrolling in any graduate-level coursework, ECA requires an evaluation by the University of Denver’s English Language Center (ELC) and successful completion of intensive ELC English courses including the Graduate Preparation Program. Academic classes may not be taken while students are enrolled at the English Language Center. Graduate certificate
students may not be admitted through ECA. As an alternative to the English Language Center, an applicant may become fully admitted by submitting sufficient TOEFL/Academic IELTS scores.

- **Official Transcripts and Translations**: International applicants should submit official transcripts printed in the official language of instruction of their institution. Certified English translations must accompany all transcripts except for those provided by institutions that issue documents in English.

- **Photocopy of Diploma/Degree Certification and Appropriate Translations**: Applicants who have earned a degree outside the U.S. must submit proof of graduation through a degree certificate or diploma along with all appropriate official translations.

- **A Photocopy of Current Passport**: Applicants must provide a copy of the photograph and legal name page of their passport. This is required before an I-20 can be issued by the University of Denver.

- **The Supplemental Information Form (SEVIS Supplement)**: Applicants who are not U.S. Citizens or permanent residents must complete the SEVIS form.

- **Financial Verification Form**: Applicants seeking an I-20 student visa must submit financial verification documents.

**Certificate in Environmental Policy and Management with a Concentration in Energy and Sustainability**

**Coursework Requirements**

**Concentration Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>EPM 4002</td>
<td>Integrated Environmental Systems</td>
<td>4</td>
</tr>
<tr>
<td>EPM 4230</td>
<td>Energy Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>EPM 4232</td>
<td>Sustainability: Policy and Practice</td>
<td>4</td>
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<tr>
<td>EPM 4233</td>
<td>Sustainable Transportation</td>
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**Elective requirements**

Select two of the following: 8

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>EPM 4234</td>
<td>Climate Change and Science</td>
</tr>
<tr>
<td>EPM 4235</td>
<td>Green Building</td>
</tr>
<tr>
<td>EPM 4236</td>
<td>Nuclear and Hydrogen Energy</td>
</tr>
<tr>
<td>EPM 4237</td>
<td>Renewable Energy</td>
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<tr>
<td>EPM 4238</td>
<td>Water and Food Sustainability</td>
</tr>
<tr>
<td>EPM 4980</td>
<td>Internship</td>
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<tr>
<td>EPM 4150</td>
<td>Global Environmental Law and Policy</td>
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<tr>
<td>EPM 4400</td>
<td>Environmental Values and Ethics</td>
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<tr>
<td>EPM 4390</td>
<td>Environmental Policy Analysis</td>
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<tr>
<td>EPM 4461</td>
<td>Assessment of Social Impacts</td>
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<td>EPM 4462</td>
<td>Ecology, Soil, and Water</td>
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<tr>
<td>EPM 4463</td>
<td>Air Quality, Noise and Transportation</td>
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<tr>
<td>EPM 4465</td>
<td>Environmental Restoration and Waste Management</td>
</tr>
<tr>
<td>EPM 4280</td>
<td>RCRA Permitting and Compliance</td>
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<tr>
<td>EPM 4510</td>
<td>Environmental, Health &amp; Safety</td>
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<tr>
<td>EPM 4520</td>
<td>OSHA Law</td>
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<tr>
<td>EPM 4525</td>
<td>Workplace Safety Management</td>
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<tr>
<td>EPM 4108</td>
<td>Impacts of Recreational Use</td>
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<td>EPM 4120</td>
<td>Introduction to Natural Resource Management</td>
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<tr>
<td>EPM 4220</td>
<td>Endangered Species and Wildlife</td>
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<tr>
<td>EPM 4500</td>
<td>Leadership for Environmental Managers</td>
</tr>
<tr>
<td>EPM 4355</td>
<td>ISO 14001 Standards</td>
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<tr>
<td>EPM 4140</td>
<td>NEPA</td>
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<tr>
<td>EPM 4001</td>
<td>Environmental Foundations and Principles</td>
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<td>EPM 4003</td>
<td>Environmental Finance and Economics</td>
</tr>
<tr>
<td>EPM 4200</td>
<td>Environmental Protection Law</td>
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**Total Credits**: 24
Certificate in Environmental Policy and Management with a Concentration in Environmental Assessment of Nuclear Power

Certificate Requirements

Coursework Requirements

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<tr>
<td>EPM 4236</td>
<td>Nuclear and Hydrogen Energy</td>
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<tr>
<td>EPM 4460</td>
<td>Land And Visual Resources</td>
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<td>EPM 4464</td>
<td>Nuclear Power Plant Systems</td>
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<tr>
<td>EPM 4980</td>
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Total Credits: 24

Certificate in Environmental Policy and Management with a Concentration in Environmental Health and Safety

Certificate Requirements

Coursework Requirements

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**Elective requirements**

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**Certificate in Environmental Policy and Management with a Concentration in Environmental Management**

**Course Requirements**

**Concentration requirements**

- EPM 4140 NEPA 4
- EPM 4280 RCRA Permitting and Compliance 4
- EPM 4355 ISO 14001 Standards 4
- EPM 4500 Leadership for Environmental Managers 4

**Elective requirements**

Select two of the following: 8

- EPM 4002 Integrated Environmental Systems
- EPM 4390 Environmental Policy Analysis
- EPM 4980 Internship
- EPM 4232 Sustainability: Policy and Practice
- EPM 4150 Global Environmental Law and Policy
- EPM 4400 Environmental Values and Ethics
- EPM 4461 Assessment of Social Impacts
- EPM 4462 Ecology, Soil, and Water
- EPM 4463 Air Quality, Noise and Transportation
- EPM 4465 Environmental Restoration and Waste Management
- EPM 4510 Environmental, Health & Safety
- EPM 4520 OSHA Law
- EPM 4525 Workplace Safety Management
- EPM 4108 Impacts of Recreational Use
- EPM 4120 Introduction to Natural Resource Management
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**Total Credits: 24**

### Certificate in Environmental Policy and Management with a Concentration in Environmental Policy

**Certificate Requirements**

**Coursework Requirements**

**Concentration requirements**

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**Total Credits: 24**

### Certificate in Environmental Policy and Management with a Concentration in Natural Resource Management

**Certificate Requirements**

**Coursework Requirements**

**Concentration requirements**

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EPM 4390  Environmental Policy Analysis  4

**Elective requirements**

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Total Credits 24

**Master of Applied Science in Environmental Policy and Management with a Concentration in Energy and Sustainability**

**Degree Requirements**

**Coursework Requirements**

**Core coursework requirements**

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**Concentration requirements**

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Total Credits: 48

Students may choose from the elective options above, or they may work with their advisor to choose electives from the Related or Flexible options for their elective courses.

Students will work with their personal academic advisor to determine the best set of courses to choose from the Related Option. The Related Option allows students to choose from a predetermined group of subject areas from other concentrations that have been identified as most likely relating to their concentration area.

Students will work with their personal academic advisor to determine the best set of courses to choose from the Flexible Option. The Flexible Option allows students to choose from a pool of courses that have been designated for this option. Courses may be from different concentration areas and students will need to obtain approval from the academic director to pursue this option.

### Non-coursework Requirement

Capstone Project (or successful completion of Capstone Seminar)

### Master of Applied Science in Environmental Policy and Management with a Concentration in Environmental Assessment of Nuclear Power

#### Degree Requirements

### Coursework Requirements

#### Core coursework requirements

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### Non-coursework Requirement

Capstone Project (or successful completion of Capstone Seminar)

### Master of Applied Science in Environmental Policy and Management with a Concentration in Environmental Health and Safety

### Degree Requirements

#### Coursework Requirements

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Master of Applied Science in Environmental Policy and Management with a Concentration in Environmental Management

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Capstone Project (or successful completion of Capstone Seminar)

**Master of Applied Science in Environmental Policy and Management with a Concentration in Environmental Policy**

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Master of Applied Science in Environmental Policy and Management with a Concentration in Natural Resource Management

Degree Requirements

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**Non-coursework Requirement**

Capstone Project (or successful completion of Capstone Seminar)

**Courses**

**EPM 4001 Environmental Foundations and Principles (4 Credits)**
This course is an introduction to the field's history, current issues and problems, ethics, systems, and economics; and an overview of key necessary knowledge and skills to work and learn within the field. Students will: gain a strong historical understanding of how environmental and natural resource issues have influenced economic development and societal growth throughout the ages; learn about the complexity of environmental issues and the value of interdisciplinary and systems thinking when applied to making decisions about natural resource usage; understand the important role that empirical science, policy analysis and advocacy play in how governments and private companies address complex environmental issues; become aware of the stressors that ecosystems around the globe are experiencing and the value of multidisciplinary approaches to addressing these challenges; and understand the diverse employment opportunities available in the environmental field.

**EPM 4002 Integrated Environmental Systems (4 Credits)**
The earth as a whole is comprised of many systems that affect the environment. Some have large wide ranging reach, while others are restricted to a relatively small area. Included is everything in between. Actions in one area or system may have unintended secondary and tertiary consequences in that system or others. This course uses various tools and materials to study a few environmental systems and determine connections, consequences, impacts, barriers, decision making, life cycle costs, etc.

**EPM 4003 Environmental Finance and Economics (4 Credits)**
This class provides an overview of economics and finance in an environmental context. Topics include an overview of the economic system, efficiency, equity, market failure, environmental regulation, benefit-cost analysis, valuing the environment, pollution control, energy, conservation of natural resources, performance metrics, risk and return, time value of money, cost of capital, returns on investments, and standard financial reports. The class makes use of reading assignments, written assignments, case studies, and class participation. The course emphasizes relationship between business management and environmental quality, and provides students with a financial and economic decision-making framework for understanding and analyzing environmental issues.

**EPM 4040 Wetland Ecology and Management (4 Credits)**
This course provides a detailed examination of aquatic communities and habitats with an emphasis on freshwater systems. The recognition, identification, classification, and maintenance requirements of various wetland communities are stressed. Students analyze Section 404 of the Clean Water Act and the permitting process. Guidelines for placing dredge and fill materials in wetlands and other construction projects that directly or indirectly affect these areas are reviewed. Students explore concepts related to regulatory enforcement, mitigation, and the need for additional policies and actions to sustain as well as protect these critical communities.

**EPM 4108 Impacts of Recreational Use (4 Credits)**
The practical and theoretical basis of recreational use of public and private lands is examined in the context of ecosystem management. The statutory and regulatory policies and current issues regarding the management and use of lands in wilderness systems, wild and scenic river corridors, parks, and open spaces are discussed in detail. The impacts of recreational uses on the environment and conflicts with other uses of land and resources are discussed. Land use planning policies and decisions which respond to recreation, wilderness and open space issues are examined. Field trips to Rocky Mountain National Park, Chatfield State Park, or other outdoor recreation sites will be scheduled to supplement classroom meetings.

**EPM 4115 Introduction to Ecology (4 Credits)**
This course examines the concepts of the ecosystem, populations, communities, the flows of energy, material cycles, and the necessity of diversity. Concepts including the unity of organisms and inseparable interactions with the physical environment are analyzed. Class discussions include topics such as the formation, distribution, and organization of ecological communities; plant succession and nutrient cycling; evolutionary trends of plant and animal populations; and species interactions in subalpine and alpine forests, prairies, and plains.

**EPM 4120 Introduction to Natural Resource Management (4 Credits)**
This course provides an introduction to natural resource management with an overview of historic and contemporary management systems and principles. Students examine key policies, guidelines, and planning procedures of governmental agencies, resource-based industry and the public. Topics include the simultaneous consideration of biological, physical, social, and economic aspects of lands, waters, and natural resources to achieve sustainable conditions. Other topics are multiple use/sustained yield management; soil and water conservation and protection; use, restoration, and preservation of renewable and non-renewable resources; and the preservation and management of natural resources for recreation, spiritual renewal, and other amenity values.
EPM 4140 NEPA (4 Credits)
Students examine the requirements and implementation strategies of the National Environmental Policy Act. The Council on Environmental Quality, National Environmental Policy Act Regulations and the rules and requirements of various federal agencies which are responsible for National Environmental Policy Act implementation are examined in detail. Specific applications of National Environmental Policy Act to private and public activities which constitute major federal actions significantly affecting the quality of the human environment are discussed. Representative Environmental Impact Statements and Environmental Assessments are presented and critiqued for regulatory compliance and thoroughness in disclosing environmental effects of proposed actions. Prerequisite: EPM 4200 (Environmental Protection Law).

EPM 4150 Global Environmental Law and Policy (4 Credits)
This course explores the legal and philosophical underpinnings of the environmental movement, both in the United States and internationally. Students will analyze global environmental issues including endangered species, overpopulation, resource depletion, biodiversity, ocean dumping, deforestation, desertification, global warming, and ozone depletion. Emphasis is placed on management options and the use of international laws and treaties to mitigate, lessen, or eliminate damage to various aspects of the environment.

EPM 4200 Environmental Protection Law (4 Credits)
This course reviews a wide spectrum of laws which protect our environment and health. Students will discuss the purpose, context and implications of the most important laws, regulations and court cases that affect the quality of our lives. Coverage includes: National Environmental Policy Act (NEPA), Clean Air Act (CAA), Clean Water Act (CWA), Resource Conservation and Recovery Act (RCRA), Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA), Emergency Planning and Community Right-to-Know Act (EPCRA), Occupational Safety and Health Act (OSHA), and related toxics laws. It provides an overview of the legal system and the roles of Congress, the President, executive agencies, states, and courts in shaping environmental laws.

EPM 4220 Endangered Species and Wildlife (4 Credits)
This course provides an overview of the basic principles, trends, challenges, and controversies of the administration of maintaining certain wildlife species. Threats from water and air pollution, poaching and other illegal actions, interrelationships of wildlife and their habitats, and biodiversity will be discussed. Students gain an understanding of the roles and responsibilities of various federal, state and local agencies, environmental and wildlife interest groups, and other organizations involved in wildlife management issues.

EPM 4230 Energy Fundamentals (4 Credits)
This course provides a well-rounded primer on energy as a resource and its importance in the economy and the world today. Renewable energy and alternative fuels as well as nuclear and hydrogen-based technologies will be explored. This course also provides an in-depth view of issues surrounding the development, enforcement and application of energy regulatory policy.

EPM 4232 Sustainability: Policy and Practice (4 Credits)
In 1987 the Brundtland Commission, formerly the World Commission on Environment and Development, defined sustainability as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." The wording suggests the concept of sustainability is difficult to define. Certainly it relates to some of the most challenging questions of our times: How do we encourage consumption patterns to ensure a continuing resource supply for future generations? How can an individual enterprise, whether it is a major corporation or a mom-and-pop business, practice sustainability? How do well-meaning executives, scientists, engineers and policymakers achieve a balance between environmental protection and economic development?.

EPM 4233 Sustainable Transportation (4 Credits)
21st Century transportation planning on the local and global scale involves consideration of environmental policies and sustainable practices. Development of an efficient system for moving goods and people along highways, airways and public transit networks must coordinate with legal requirements governing automobile source emissions, water pollution, mitigation of congestion, and crisis management. Conflicts occur along political fault lines between public interest groups, environmental justice advocates, the business community, government regulators, and the ordinary commuter. Consideration is given to different fuel sources, including carbon-based, hydrogen, electricity, and biofuels. The course also examines fuel efficiency (CAFE) and trends in emission science and regulation.

EPM 4234 Climate Change and Science (4 Credits)
Global Warming" is a cause celebre, but how much do we really know about the science involved in studying the earth's climate? Moving beyond the social and political opinions espoused in the current debate on climate change, this course delves into the chemical and physical forces at play in the arena. This course covers scientific processes used in measuring climate dynamics, among them ozone chemistry, carbon and oxygen cycles, and heat and water budgets. It explores scales and methods for detecting climate change, including analyzing ice cores, instrumental records, and time series. Some attention will be dedicated to "climate forcing" caused by such things as orbital variations, volcanism, plate tectonics, and solar variability.

EPM 4235 Green Building (4 Credits)
Builders, developers and designers increasingly are promoting the use of green construction practices in the pursuit of healthier, smarter buildings. Students in this course examine sustainable building strategies and tools, including LEED (Leadership in Energy and Environmental Design), the nationally-accepted benchmark for the design, construction and operation of high-performance green buildings. LEED promotes a whole-building approach by recognizing performance in five areas: sustainable site development water savings, energy efficiency, materials selection and indoor air quality. What materials are best in the design and operation of green building? How can a designer or building owner make better use of power and water efficiency programs? What are the recent developments, trends and case studies of green buildings and materials?.
EPM 4236 Nuclear and Hydrogen Energy (4 Credits)
Two future- and high-tech oriented energy sources are explored in this course, nuclear power and hydrogen fuel. The course covers principles used in fission energy and in nuclear power engineering, including controlled chain reactions and reactor design criteria. It also attends to issues of radioactive waste treatment and storage and the mitigation of other radiation hazards. Currently, some 20% of the United States electric power comes from nuclear plants that use low-enriched uranium as fuel, burn nothing, and emit virtually no CO2. What is the future for this form of energy? In addition to nuclear power technology, the course focuses on fuel cells and the hydrogen economy, which brings its own questions concerning cost-benefit analysis and risks. Do these new economy, relatively “clean” energies present a way to avoid the downward trend of depleting natural resources, or do they send a siren song with the waste and safety problems they present?.

EPM 4237 Renewable Energy (4 Credits)
Renewable energy sources now generate an estimated 13 percent of power worldwide. A political hot button, renewable energy sources range in their effectiveness, with some technologies already mature and economically viable, while still others need additional development or government subsidies to survive. The course begins with an overview of the major alternative sources, examining each one in-depth to consider its benefits, as well as its environmental and economic risks. We cover thermal systems and photovoltaics in the generation of solar power; atmospheric science and weather in the study of wind power; the organic chemistry that is involved in biomass, biofuels and agricultural residues; direct use of hot water in geothermal systems; and other alternative sources such as tidal and wave energy. Problems vexing grid placement and dissemination throughout a source network is also studied.

EPM 4238 Water and Food Sustainability (4 Credits)
For such basic human needs, water and food present their own highly-technical challenges inside legal, political and environmental spheres. This course delves into environmental, economic, and social implications in water usage and water resources regulation. This course also takes a broad look at food and farming systems at community, society, and ecosystem levels.

EPM 4280 RCRA Permitting and Compliance (4 Credits)
This course presents Resource Conservation and Recovery Act's cradle-to-grave regulations governing solid and hazardous waste generation and disposal, the various permitting requirements, and the process by which permits are obtained. Design and performance requirements for treatment, storage, and disposal facilities are examined. Developing trends in waste minimization, solid waste management, and special waste controls are also examined.

EPM 4355 ISO 14001 Standards (4 Credits)
This advanced course introduces the new ISO 14001 standard for environmental management systems. It includes a history and developmental context review of the ISO 14001 standard. This class reviews the specific elements and processes that form certifiable 14001 environmental management systems. Using an example, students develop a complete program that integrates the 14001 requirements with the existing strategic management methods of an organization. This program demonstrates how to use the 14001 framework as a proactive and systematic approach to environmental management. Class discussions include developing an environmental policy, specifying objectives and targets, implementing an environmental management program, monitoring and measuring program results, and reviewing the program to ensure continual improvement.

EPM 4390 Environmental Policy Analysis (4 Credits)
This course provides a basic introduction to the field of public environmental policy analysis. Specifically, it serves as a foundation course that introduces contemporary methods of policy analysis, agenda-setting, models of policy formulation and implementation, and policy evaluation. The focus is principally on concepts, analytical approaches, and research methods.

EPM 4400 Environmental Values and Ethics (4 Credits)
Students examine ethical considerations in environmental management and decision making. Discussions cover personal versus organizational attitudes; cultural, economic, and historic values; science versus politics; and international and intergenerational policies. The course also explores various philosophies of humankind's relationship with the environment. Students are encouraged to develop and express a personal philosophy relative to their role in the regulatory, technical, scientific, and financial management of the environment.

EPM 4460 Land And Visual Resources (4 Credits)
This course is designed to provide students from a broad range of disciplines with the skills to carry out applied research tasks and projects requiring the integration of geographic information system technologies and geospatial data. Students are introduced to a collection of techniques and data sources with a focus on acquiring and integrating data. Legal, ethical, and institutional problems related to data acquisition for geospatial information systems is also be discussed.

EPM 4461 Assessment of Social Impacts (4 Credits)
Students examine how the introduction of nuclear power systems or a nuclear waste treatment facilities affect the demographic and economic characteristics of a specific region. Basic analysis of archaeological resources, historic buildings and structures, and traditional cultural properties are also considered. Pertinent areas of environmental law provides guidelines and regulations with relation to the nuclear industry and current policy issues including the importance of the Energy Policy Act of 2005.

EPM 4462 Ecology, Soil, and Water (4 Credits)
A general overview of the potential effects of nuclear power facilities on ecosystems and ecological resources. These include terrestrial resources, wetlands, floodplains, aquatic resources, protected and sensitive species, geology, soil mechanics and seepage. In site-specific scales, the following items need to be considered, such as physical alteration of the landscape, disruption of natural processes, such as flooding and fires, and pollution.
EPM 4463 Air Quality, Noise and Transportation (4 Credits)
Air quality, noise and transportation issues can potentially be affected in the area surrounding a nuclear power plant in a variety of ways. Students become acquainted with the methodology of the dose rate estimations to the public and workers; the methods that are in place to monitor and reduce the risk to the public and workers from all hazards; and various pathways of exposure from possible nuclear contaminants and related pollution. Perceptions of citizens as stakeholders are considered. Identifying and profiling atmospheric toxic sources, developing and assessing emerging measurement methods, characterizing the degree and extent of local air toxicity problems, and tracking progress of air toxin reduction efforts. The impact of transportation on human and environmental risk assessment, including the primary methods and routes used to transport to a specific site, affected employees, commercial shipments, hazardous and radioactive material shipments, transportation packaging, transportation accidents, and onsite and offsite traffic volumes.

EPM 4464 Nuclear Power Plant Systems (4 Credits)
This course presents the basic components of nuclear power plant systems, their functional purpose, and operating conditions, including an overview of the equipments design and components from the safety point of view. An overview of nuclear power plants is presented in context of their impact on the environment and human health, including active and passive safety aspects.

EPM 4465 Environmental Restoration and Waste Management (4 Credits)
Environmental Restoration is the identification and elimination of hazardous materials from a designated site such that the risks to human health and the environment are reduced to an acceptable level for an intended future land use. This course examines successful environmental restoration activities that were used to reduce and mitigate risk associated with past operations of nuclear and nuclear-related facilities and the significant potential to release harmful contaminants. Environmental restoration effects on the ecological and human health risk assessments and analyses related to the transport, treatment, storage, and disposal of waste from the contaminated site are presented. Remediation processes for radioactive materials and other hazardous wastes and the eventual storage, processing, and disposal and the potential effect on humans and the environment is studied. An overview is given on the development of a radiological protection program for an EIS report. External and internal hazards: control measures and monitoring, and other important limits and measurements are explored.

EPM 4500 Leadership for Environmental Managers (4 Credits)
This course is an overview of basic leadership and management skills with an emphasis on topics germane to practicing environmental professionals. It addresses three main subject areas: performance metrics and standard financial reports (i.e., how organizations and businesses keep score); leadership (i.e., changes in behavior and work habits necessary for advancement from staff to management; and achieving clarity in organizational values and mission); and basic elements of internal and external communications. The class will make use of reading assignments, written assignments and class participation.

EPM 4510 Environmental, Health & Safety (4 Credits)
Students are given an overview of the statutory and regulatory origins of environmental health and safety compliance management. The exponential growth in regulations and the increased demand to streamline resources present a unique opportunity for the environmental professional to integrate safety and health regulations both horizontally and vertically within the organization. Students learn to evaluate the benefits and barriers to integration of environmental health and safety. Topics to be discussed include fundamentals of safety management, training requirements, emergency planning, setting goals, objectives, and operating procedures, and how management views environmental health and safety.

EPM 4520 OSHA Law (4 Credits)
This course provides an in-depth review of the laws and regulations that govern the safety and health of workers. The course is of value to students seeking to expand knowledge of the Occupational Safety and Health Act. Emphasis is on the areas of overlap between safety and environmental laws, OSHA’s inspection and enforcement authority, employee and employer rights, record keeping requirements and an outline of labor’s interest in OSHA cases. Current topics such as OSHA reform legislation and regulatory agenda are discussed.

EPM 4525 Workplace Safety Management (4 Credits)
This course examines Occupational Safety and Health Administration rules governing work place safety and other applicable industry standards, like those of the American National Standards Institute and National Fire Protection Association. Students learn how to develop and apply compliance programs, how to reduce losses of direct and indirect costs due to accidents, and how to convince management and employees that safety programs are beneficial. Important programs and topics include development of costs of accidents, investigation programs, practical application of worker’s compensation, confined space entry programs, injury/illness records and reporting, programs for new fall protective rules, personal protective equipment programs, and actions to develop financial and management support.

EPM 4701 Topics in EPM (2-5 Credits)
The content of this course will vary each time it is offered. The topics may include time-sensitive issues in the field of environmental policy and management, elective courses that are not scheduled regularly during the course of the year, or advanced inquiry into core-course subjects. Each time the course is offered, the specific content will be announced in the quarterly course schedule. Depending on the subject matter, students may be required to have completed prerequisite courses.

EPM 4705 Land Use Planning (4 Credits)
This course includes a comprehensive examination of the land use planning efforts of federal, state, and local governments. The legal authorities, responsibilities, and conflicts of these governmental entities are examined in detail. Class discussions include: setting goals and objectives for specific components of ecosystems; design of projects to achieve desired ecologic conditions; the interrelationship between home rule authority, local zoning and planning requirements, and federal/state natural resource plans; use of new technologies in planning; and public participation in land use plans.
EPM 4710 Environmental Project Management (4 Credits)
Students discuss environmental project management from the government, industry, and contractor perspectives. The course looks at successful project management organization, planning, and communication strategies. Using examples, students will also examine complex projects needing management. The types of contractual assistance needed will be reviewed.

EPM 4780 Air, Water and Soil Pollution (4 Credits)
This course addresses sources, reactions, and remediation of pollutants occurring in the atmosphere, waters, and soil. The deposition of pollutants from the atmosphere to soil and surface waters (acid rain) is covered. The migration of pollutants from surface waters through the soil to ground waters are also discussed.

EPM 4901 Capstone Project (4 Credits)
The Capstone Project provides students the opportunity to research a topics, problem, or issue within their field of study, and work individually with a Capstone advisor. Similar in weight to a thesis, but more flexible, this final project synthesizes and applies core concepts acquired from the program. The student selects an appropriate Capstone advisor who is knowledgeable in the field of study to work closely with and whom can guide the research project. Evaluation will be focused on the quality and professionalism of applied research and writing; critical and creative thinking; problem-solving skills; knowledge of research design, method, and implementation; and contribution to the field and topic of study. View the Capstone Guidelines for additional details. Prerequisites: A Capstone Proposal that has been approved by both the Capstone Advisor and the Academic Director, unconditional acceptance as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPA of 3.0 or better, and a B or better in MALS 4020. A final grade of B or better must be earned in this course to meet degree requirements.

EPM 4902 Capstone Seminar (4 Credits)
The Capstone Seminar is a graduate seminar in which students utilize the knowledge and skills gained through the degree program to create a culminating work that critically addresses a problem or issue in the degree field of study. The student produces a paper of 7000-8000 words that presents a position on a relevant problem or issue, supports the position with professional and academic work in the field, analyzes and tests the paper position, and discusses the role of the findings within the field of study. The seminar is dependent upon collegial discussion of student research and work under the facilitation of a faculty member, and it is governed by the quality of participation and contributions of the students. The course structure, facilitated by the faculty member, guides the students through the process of independent research and writing of a capstone paper; the instructor provides intensive feedback on the capstone process and papers. Students are responsible for generating the course content through ongoing discussion of and peer feedback on the capstone process and individual papers, as well as the analysis and contextualization of focused student papers within the wider degree field of study. Students professionally and academically communicate their findings through written work and oral presentations. Students must have: unconditional acceptance as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPS of 3.0 or better, and a B or better in MALS 4020. A final grade of B or better must be earned in this course to meet degree requirements. Students must complete the Capstone Seminar in one quarter; no incomplete grades are assigned.

EPM 4904 Interdisciplinary Capstone Seminar (4 Credits)
The Interdisciplinary Capstone Seminar is a graduate seminar in which students utilize the knowledge and skills gained through the degree program to create a culminating work that critically addresses a problem or issue in the degree field of study. Members of the class will include students from various UCOL programs, representing multiple topics of study. On campus offerings of this course include required online components. The student produces a paper of 7000-8000 words that presents a position on a relevant problem or issue, supports the position with professional and academic work in the field, analyzes and tests the paper position, and discusses the role of the findings within the field of study. Students professionally and academically communicate their findings through written work and oral presentations. The seminar is dependent upon active and collegial discussion and critique of student research and work under the facilitation of a faculty member, and it is governed by the quality of participation and contributions of the students. Students must have: unconditional acceptance as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPA of 3.0 or better, and a B or better in MALS 4020. A final grade of B or better must be earned in this course to meet degree requirements. Students must complete the Capstone Seminar in one quarter; no incomplete grades are assigned.

EPM 4910 Research Practices and Applications (4 Credits)
This course develops competency in principles of research and measurement for use in the professional setting. As an initial course in the program of study, students learn research methods to apply to program and systems design and evaluation to achieve successful measurement of outcomes and goals. Students become critical consumers of pertinent literature to provide background and support for the choice and application of proper qualitative and quantitative research methods and data analysis for professional application. Critical thinking through comparing and contrasting cause and effect is used to build logic models. Research, design, and evaluation processes that address issues of implementation, feasibility, and sustainability are emphasized. At the conclusion of this course, students are prepared to apply and clearly communicate the practice of scientific research principles in the professional environment to ensure that the question being asked can be answered through rigorous research and the design and formative assessment of the program or system. Completion of Institutional Review Board (IRB) training via CITI Program is required as a basis for discussion of research ethics and IRB procedures. Competencies gained in this course, including practices of inquiry, self-analysis, and evaluation, are integrated throughout the course of study and demonstrated in the culminating capstone work of the master's degree.

EPM 4980 Internship (1-4 Credits)
The EPM Internship is designed to offer students a purposeful experience in the field of environmental policy and management. The internship is an individualized learning experience and a training plan is created for each student in conjunction with the internship site to provide experiences related to the skills and knowledge covered in the certificate and master's programs.
EPM 4991 Independent Study (1-8 Credits)
This is an advanced course for students wishing to pursue an independent course of study. The student must be accepted in a degree program, have earned a grade point average of 3.0 or better, obtained the approval of the department director, and have completed the Independent Study form and filed it with all appropriate offices before registering for the independent study. Independent Study is offered only on a for-credit basis.

EPM 4992 Directed Study (1-10 Credits)
This is an advanced course for students wishing to pursue a directed course of study. The student must be accepted in a degree program, have earned a grade point average of 3.0 or better, obtained the approval of the department director, and have completed the Independent Study form and filed the form with all appropriate offices before registering for the independent study. Directed Study is offered only on a for-credit basis.

Geographic Information Systems
Office: University College Student Support Center
Mail Code: 2211 S. Josephine St., Denver, CO 80208
Phone: 303-871-2291, 800-347-2042
Email: ucolsupport@du.edu
Web Site: http://www.universitycollege.du.edu

Certificate in Geographic Information Systems with a Concentration in Geographic Information Systems

The certificate in Geographic Information Systems with a concentration in Geographic Information Systems is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. University College offers the region's first complete graduate certificate program in Geographic Information Systems. Designed and delivered for busy adults, the Geographic Information Systems graduate certificate helps professionals add to their skill set with technology skills that help solve real-world problems related to GIS.

Certificate students receive applied instruction from professional practitioners who work in the fields they teach as they learn to plan, implement, and execute a GIS project through remote sensing, internet mapping, or digital image processing. The GIS certificate allows students to explore training fundamentals at a very hands-on, applied level necessary to succeed in the field.

Gain a contextual background in GIS, from the management of natural resources to public utility management, public works engineering, environmental impact assessment, and even market research. In a burgeoning integrative world, it is vital to grasp the diverse fundamentals of each topic within the Geographic Information Systems industry and gain an insider’s perspective to specific fields as they each relate to GIS training. Credits earned through this graduate certificate may apply toward a master’s degree in Geographic Information Science or Information and Communications Technology.

Geographic Information Systems Outcomes
This program prepares students to:

• Demonstrate an understanding of the nature of geographic data
• Demonstrate the ability to critically evaluate the appropriate use of geographic data
• Recognize appropriate applications of GIS technology to solve spatial problems
• Be able to plan, implement, and execute a GIS project

Certificate admission

Admission Criteria
A regionally accredited baccalaureate degree is required for admission. Applicants must have a minimum grade point average (GPA) of 3.0 on a 4.0 scale (or equivalent) in their undergraduate work from a regionally accredited degree-granting institution for full admission. Applicants whom University College believes may successfully engage in graduate work, but who have not met the previously stated GPA requirement, may be admitted to a degree program on a provisional basis. The GMAT and GRE are NOT required.

Admission Process
Certificate applications are reviewed for admission on a quarterly basis. Applications and all supplemental materials must be submitted online; with the exception of transcripts, which must be received by the stated application deadline (requests for accommodation may be granted). Applicants will be notified of a decision via email and standard mail approximately two weeks following the application deadline. Detailed application information and application deadlines are located on the University College website (http://universitycollege.du.edu/answers/admission/certificate.cfm).

• Application: Applicants must complete the application online (http://myweb.du.edu).
• Application Fee: A $50 non-refundable application fee is required for an application to be processed.
**International Admission Requirements**

Admission. Priority consideration will be given to those with a minimum of three year's work experience.

- **Certificate Plan:** The certificate plan, detailing courses for the academic program, is required to complete the admission process and can be completed through the University College online Degree Builder (http://universitycollege.du.edu/DegreeBuilder/Student/ChooseDegree.aspx) tool.

- **Language Proficiency:** Applicants whose native language is not English or who have been educated in countries where English is not the native language, regardless of citizenship, must provide official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). The TOEFL and IELTS scores are valid for two years from the test date. Applicants may be exempt from English proficiency test requirements if they have earned a post-secondary degree from a recognized/accredited university where the language of instruction and examination is English.

- **Proof of Permanent Residency:** Permanent Residents must provide a copy of their Registration Alien Card (green card).

- **Admission Interview:** An interview may be required at the program director’s request.

- **International Applicants:** Additional requirements are listed below for international applicants.

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**INTERNATIONAL ADMISSION**

International applicants must comply with all requirements set forth for domestic applicants and supplement their application with additional documentation. International applicant information, including admission deadlines and the International Applicant Checklist, is available on the University College website (http://universitycollege.du.edu/answers/admission/international.cfm).

Admitted international applicants whose native language is not English are required to attend University College’s International Preparation Week (http://universitycollege.du.edu/answers/admission/international.cfm) prior to attending courses at University College.

University College will consider graduate applicants who have earned three-year baccalaureate degrees from 15-year education systems. The school from which the applicant has earned the degree must be a formally recognized or regionally accredited institution of higher learning, as determined by the University Of Denver Office Of International Student Admission. Admission policy and procedures for applicants holding three-year baccalaureate degrees is the same as for other international applicants with one exception: applicants with a three-year degree are not eligible for English Conditional Admission. Priority consideration will be given to those with a minimum of three year’s work experience.

**Additional Admission Requirements for International Applicants**

- **English Proficiency:** All internationally educated applicants whose native language is not English are required to submit proof of English Language Proficiency regardless of citizenship and/or U.S. residency.
  1. **TOEFL:** A minimum score of 550 (paper based), 213 (computer based), or 80 (Internet based) is required for admission consideration. Generally, applicants should achieve at least 20 in all TOEFL subscores on the internet-based exam. TOEFL score reports older than two years from the date of application are not acceptable for admission consideration.
  2. **Academic IELTS:** A score of 6.5 or higher is required to be considered for admission. Each individual band score must be 6.0 or higher. IELTS score reports older than two years from the date of application are not acceptable for admission consideration.
  3. **Possible Exemptions:** International applicants may be exempt from the TOEFL/Academic IELTS requirement if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the entire language of instruction and examination is in English.
  4. **English Conditional Acceptance (ECA):** Master’s degree applicants who do not meet the required level of English proficiency may be considered for conditional acceptance if all other admission criteria are met. Prior to enrolling in any graduate-level coursework, ECA requires an evaluation by the University of Denver's English Language Center (ELC) and successful completion of intensive ELC English courses including the Graduate Preparation Program.. Academic classes may not be taken while students are enrolled at the English Language Center. Graduate certificate students may not be admitted through ECA. As an alternative to the English Language Center, an applicant may become fully admitted by submitting sufficient TOEFL/Academic IELTS scores.

- **Official Transcripts and Translations:** International applicants should submit official transcripts printed in the official language of instruction of their institution. Certified English translations must accompany all transcripts except for those provided by institutions that issue documents in English.

- **Photocopy of Diploma/Degree Certification and Appropriate Translations:** Applicants who have earned a degree outside the U.S. must submit proof of graduation through a degree certificate or diploma along with all appropriate official translations.

- **A Photocopy of Current Passport:** Applicants must provide a copy of the photograph and legal name page of their passport. This is required before an I-20 can be issued by the University of Denver.

- **The Supplemental Information Form (SEVIS Supplement):** Applicants who are not U.S. Citizens or permanent residents must complete the SEVIS form.

- **Financial Verification Form:** Applicants seeking an I-20 student visa must submit financial verification documents.
Certificate in Geographic Information Systems with a Concentration in Geographic Information Systems

Certificate requirements

Coursework requirements

Core coursework requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>GIS 4101</td>
<td>Introduction to Geographic Systems</td>
</tr>
<tr>
<td>GIS 4504</td>
<td>Cartographic Design</td>
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Elective requirements

Select four of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>GIS 4060</td>
<td>Intro Visual Basic Application</td>
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<tr>
<td>GIS 4070</td>
<td>ArcObjects</td>
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<tr>
<td>GIS 4080</td>
<td>Python Programming</td>
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<tr>
<td>GIS 4100</td>
<td>Geospatial Technologies</td>
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<tr>
<td>GIS 4110</td>
<td>Geographic Statistics</td>
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<tr>
<td>GIS 4150</td>
<td>Project Design</td>
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<td>GIS 4200</td>
<td>Geospatial Intelligence</td>
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<td>GIS 4510</td>
<td>GIS in Business</td>
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<td>GIS 4520</td>
<td>GIS in Telecommunications</td>
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<td>GIS 4530</td>
<td>Crime Mapping and Analysis</td>
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<td>GIS 4540</td>
<td>Conservation GIS</td>
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<td>GIS 4550</td>
<td>GIS Technology Integration</td>
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<tr>
<td>GIS 4570</td>
<td>Geographic Information Systems in Public Health</td>
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<tr>
<td>GIS 4620</td>
<td>Geodatabase Application</td>
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<td>GIS 4630</td>
<td>Public Domain Data for GIS</td>
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<td>GIS 4650</td>
<td>Demographic Analysis Using GIS</td>
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<tr>
<td>GIS 4660</td>
<td>GIS in Municipal Government</td>
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<tr>
<td>GIS 4670</td>
<td>GIS and the Law</td>
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<td>GIS 4680</td>
<td>Environmental Applications</td>
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<td>GIS 4685</td>
<td>GIS and Natural Hazards</td>
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<td>GIS 4690</td>
<td>GPS for GIS</td>
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<tr>
<td>GIS 4700</td>
<td>Remote Sensing</td>
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<tr>
<td>GIS 4701</td>
<td>Topics in Geographic Information Systems</td>
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<tr>
<td>GIS 4740</td>
<td>Digital Image Processing</td>
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<tr>
<td>GIS 4860</td>
<td>Internet Mapping</td>
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<tr>
<td>GIS 4980</td>
<td>Internship</td>
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<tr>
<td>GIS 4991</td>
<td>Independent Study</td>
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</tbody>
</table>

Total Credits: 24

Minimum number of credits required for certificate: 24 credits

Courses

GIS 4060 Intro Visual Basic Application (4 Credits)
This course is an introduction to the development of Windows-based applications using a three-step approach of creating the interface, setting the properties, and writing code. Course topics include understanding Microsoft's Visual Basic program, Writing Drag-Drop Routines, Creating Menu Bars, Debugging Your Programs, adding standard controls; writing syntax for objects, methods, and properties; declaring procedures and variables; setting objects and variables; and writing decision constructs and loops. Students are introduced to Visual Basic to provide a programming foundation for.

GIS 4070 ArcObjects (4 Credits)
This class is an introduction to the development of custom applications and tools in GIS. It combines ESRI's ArcObjects with C# .NET programming language to introduce students to desktop GIS development. Students learn about the C# language, Object Oriented Programming, ESRI's Object Model Diagrams, conversion of VBA code to C# code, the creation of custom GIS based forms, buttons, and tools, and the automation of the GIS workflow. Students leave this class with the ability to create embedded tools as well as distributable C# .NET GIS applications based on ArcGIS 10.
GIS 4080 Python Programming (4 Credits)
This course introduces Python concepts and the Python scripting environment in a GIS environment. Python is a free, open-source scripting language that has been integrated with ArcGIS. Python is a dynamic, interpreted language that can be used to automate redundant tasks and workflows in GIS. Students learn tools and techniques and proper Python syntax, script flow, and error handling. Students learn to write scripts that allow them to automate redundant tasks and workflows in GIS. Students learn to write scripts that allow them to automate geoprocessing processes and GIS work more efficiently. This course teaching fundamental concepts needed to create Python scripts in ArcGIS. Prerequisite: GIS 4101 or similar GIS course and/or work experience.

GIS 4100 Geospatial Technologies (4 Credits)
Introduction to the fundamentals of Geospatial Technologies, including Geographic Information systems (GIS), Global Positions Systems (GPS), cartography, remote sensing, and spatial analysis through a series of hands-on computer-based exercises. Participants learn how to utilize geospatial technology to address social and environmental issues. This course is designed to be used as a stand-alone course to complement other disciplines or an entry level course into a geospatial program. Course content is based upon the United States Department of Labor’s Geospatial Technology Competency Model for entry level geospatial occupations including Geospatial or GIS Technicians and Technologists.

GIS 4101 Introduction to Geographic Information Systems (4 Credits)
This is the initial course in Geographic Information Systems (GIS). General introduction including background, development, trends, prospects in this rapidly evolving technology; basic components, functions of GIS, fundamental spatial, geographic concepts explored through use of GIS software.

GIS 4110 Geographic Statistics (4 Credits)
This course introduces the basic concepts of probability and statistics with an emphasis on applications and an ongoing focus regarding the nature and problems associated with spatial or geographic data.

GIS 4150 Project Design (4 Credits)
This course addresses the process of implementing GIS projects. It examines the methodologies available to plan a GIS project as well as the tasks involved in system implementation. Topics include user needs assessments, project implementation planning, hardware and software design, acquisition processes for hardware and software, data acquisition, performing the pilot project, and full implementation planning. The course uses case studies to illustrate variations in implementation approaches and to identify why some projects succeed and others fail. Students are expected to identify a client in the community and prepare an implementation plan for their class project. This course addresses the process of implementing GIS projects in multipurpose environments. It examines the methodologies available to plan and manage a GIS project as well as the tasks involved in system implementation. The topics include: Project implementation planning; User needs definition and functional requirements; Application definition; Database development and design; System planning and design.

GIS 4200 Geospatial Intelligence (4 Credits)
The term geospatial intelligence (GEOINT) means the exploitation and analysis of imagery and geospatial information to describe, assess, and visually depict physical features and geographically referenced activities on the earth. GEOINT consists of imagery, imagery intelligence and geospatial information. This course serves as an introduction to the fundamentals of the geospatial intelligence community, core GEOINT technologies and operations, and the role of GEOINT in national, regional and local security affairs supporting decision makers and operations. The course is built on a framework of data, technology and analysis in support of the GEOINT community which may include natural disasters, first responders, military problems, homeland defense, and law enforcement.

GIS 4504 Cartographic Design (4 Credits)
The theory and art of map making developed over several thousand years and has recently been revolutionized by computer technology. This course is designed to expose students to the use of computer techniques in assessing technical design issues in the compilation of accurate and meaningful automated geographic mapping products. ArcView is used in a series of hands-on lab exercises to produce typical GIS mapping products. Each class includes lecture and discussion of cartographic design concepts. Emphasis is placed on reader perception of map design elements, and also includes an introduction to appropriate software tools and application of concepts through lab exercises. In-class time is provided for work on lab exercises. It is likely that additional lab time outside of class will be necessary and/or valuable for students, particularly in completion of the final project. Prerequisite: GIS 4101.

GIS 4510 GIS in Business (4 Credits)
Businesses continue to embrace GIS as an effective alternative to traditional manual mapping analysis methods. GIS has emerged as an affordable solution for performing essential revenue producing and expense reducing functions. Many years ago, successful GIS implementation required huge capital investment and a large staff of GIS experts; however, with the introduction of more powerful inexpensive computers and easier to use software, companies of all sizes are unleashing the business potential of GIS on the marketplace. This course exposes students to various business applications and uses of GIS as well as the underlying theories and technology behind the applications. This course emphasizes various business disciplines including Marketing, Real Estate, Transportation, and Oil & Gas using ArcView GIS in practical, hands-on exercises that demonstrate the theories and concepts discussed in the lectures.
GIS 4520 GIS in Telecommunications (4 Credits)
Telecommunications is a thriving technology and business, accounting for a significant percentage of technical advances and revenue around the globe. GIS has emerged as a crucial tool in the telecommunications field for maintaining existing entities, planning for additional ones, and for gaining an advantage in this very competitive marketplace. The use of GIS in the telecom industry continues to grow because GIS technology accommodates the many CAD programs and drawings representing plant and transmission towers/coverage as well as the geographic representations of those items. Only a few years ago, introducing GIS into a telecom business required significant cash outlay, but through less expensive hardware and more user-friendly software, now even a modest CLEC can implement an effective GIS. This course exposes students to the various applications and uses for GIS in the telecom arena by breaking down the miscellaneous telecom requirements into GIS components and technological solutions. This course emphasizes specific telecom technology application requirements and allows students, through hands-on-lab work, to discover the power of GIS in delivering superior telecom solutions. This course also focuses on OSP/ISP applications and solutions, network connectivity issues as well as the exploding future of wireless technology.

GIS 4530 Crime Mapping and Analysis (4 Credits)
Municipal police departments, county sheriff departments, and other state and federal law enforcement agencies use GIS technology as a tool to analyze crime statistics and patterns. This course explores how GIS technology is used in law enforcement to provide strategic, tactical, and administrative crime analysis.

GIS 4540 Conservation GIS (4 Credits)
This course is designed to provide students with an introduction to the use of geographic information systems (GIS) in conservation. Students receive an introduction to the use of GIS in various types of conservation studies and preservation. Emphasis is placed on the types of applications and analytical techniques in environmental fields where GIS is commonly used as a mapping and analytical tool. The analytical techniques used in lab exercises consist of practical applications that support planning and management of land, species, and habitats.

GIS 4550 GIS Technology Integration (4 Credits)
Computer technology is becoming more sophisticated at an ever-increasing rate. In addition, a number of issues related to data suppliers also exist. This course introduces many of the technologies that feed data into a GIS. Emphasis is focused on the technological viability, accuracy, precision, implications or combinations of data, and economics which help students assess which technologies are appropriate for a particular application.

GIS 4570 Geographic Information Systems in Public Health (4 Credits)
GIS offers many applications and functionality that are tremendously beneficial to the Public Health industry. The ability to visualize cases in space (geographically) and time is invaluable in analyzing spatial clusters of health related events. Further the ability to model the spread of a potential epidemic can literally be a life saver. GIS is a natural choice for solving many Public Health issues including: analyzing the location of diseases; the spread of contagious diseases (both vector borne as well as the spread through human contact); the cause and effect of environmental factors; as well as the availability of Health facilities.

GIS 4620 Geodatabase Application (4 Credits)
This course in Geodatabase Application is logically broken into two separate component parts; the first section deals with Geodatabase concepts and provides a general overview of the Geodatabase structure and implementation including: background, object classes, feature classes, relationship classes, domains, validation rules, and Geodatabase topology. The second portion of the course focuses on Geodatabase Application introducing advanced features of Geodatabase, providing a solid foundation for the application of the Geodatabase to model and address complex real world issues. Geodatabase Linear Referencing, Geodatabase Surface Modeling, and Geocoding Services in the Geodatabase, are explored. This course incorporates a hands-on lab component. Computer lab exercises are designed to introduce the student to concepts and Geodatabase application. Strong emphasis is placed on Geodatabase design. Design objectives, design guidelines and functional requirements of the resulting Geodatabase model are addressed.

GIS 4630 Public Domain Data for GIS (4 Credits)
Geospatial data are the foundation upon which GIS and spatial analysis rests. As GIS has matured, the challenge has evolved from generating data to managing the enormous volume of data from government agencies, nonprofit organizations, and industry, and increasingly, from ordinary citizens through citizen science and volunteered geographic information efforts. Key to working with this volume of data are essential issues such as privacy, copyright, public domain, cost recovery, metadata standards, and data quality that GIS professionals must grapple with to be effective in the 21st Century. This class discusses and applies these issues and works with a rich array of data sources to enable effective decision-making in a Geographic Information System.

GIS 4650 Demographic Analysis Using GIS (4 Credits)
This course offers an overview of US Decennial Census data, covering a brief historical overview of why census information is collected, collection procedures, geographic coverage, and subject matter contained in census reports. Using a popular PC-based desktop mapping software program, students learn how to navigate through census files and create a variety of thematic maps. Several application areas, such as marketing, demographic analysis and facility planning, are used in sample exercises.

GIS 4660 GIS in Municipal Government (4 Credits)
There are many areas of government where desktop mapping can be extremely helpful in solving problems that are spatial in nature. This course explores the many types of data collected by city and county government agencies from crime and election data to building, assessment, and zoning data and how it can be displayed in map form. Prerequisite: GIS 4101.

GIS 4670 GIS and the Law (4 Credits)
This course provides an overview, from a legal perspective of the role of government in handling and disseminating GIS data; an explanation and analysis of state and federal legislation and court decisions regarding open-records laws; and, an explanation and analysis of other laws or legal doctrines that affect GIS such as copyright, contract, right of privacy, anti-trust, tort liability and ethics.
GIS 4680 Environmental Applications (4 Credits)
This class provides students with an introduction to practical applications of computerized Geographic Information Systems (GIS) in environmental assessment and natural resource management. Emphasis is placed on automated analytical techniques and data presentation methods that support facility site selection, environmental impact analyses, resource management, and characterization of environmental hazards. This course is designed to provide students who participate in environmental assessment projects with introductory preparation for practice as GIS professionals in public agencies or in the private sector.

GIS 4685 GIS and Natural Hazards (4 Credits)
This course is designed to provide students with an introduction to the use of GIS in natural hazard assessment. Students receive an introduction to the use of geographical information systems (GIS) in various types of natural disasters and response management. Emphasis is placed on the types of applications and analytical techniques in environmental fields where GIS is commonly used as a mapping and analytical tool. The analytical techniques used in lab exercises consist of practical applications that support hazard risk and assessment, mitigation, and emergency response planning.

GIS 4690 GPS for GIS (4 Credits)
This course is an introduction to GPS (Global Positioning Systems) concepts, techniques, and applications as they relate to GIS data collection. Lectures focus on satellite surveying, GPS technology, error sources, program planning, data collection design, and Quality Control and Quality Assurance issues for data collection programs. Lab exercises include planning a GPS survey, designing a field data collection plan and associated data dictionary, field data collection, and data integration into a GIS.

GIS 4700 Remote Sensing (4 Credits)
This course provides a survey of remote sensing technologies, applications, and the industry. This course is designed for GIS, Geography and Geoscience students who seek to broaden their understanding of remote sensing in support of Geographic Information Systems. Introductions to the electromagnetic spectrum, energy sources, radiation principles, aerial cameras, and electronic imaging provide the student with the initial building blocks to a thorough understanding of remote sensing. This course provides an overview of the various high altitude and space-based collection systems and their characteristics, with a view toward future systems and capabilities. In addition, this course exposes students to the techniques of extracting relevant information from both hard copy and digital imagery.

GIS 4701 Topics in Geographic Information Systems (2-5 Credits)
The content of this course varies each time it is offered, depending on the interests and needs of the students. Each time the course is offered, the specific content is announced in the quarterly course schedule. Depending on the subject matter, students may be required to have completed prerequisite courses.

GIS 4740 Digital Image Processing (4 Credits)
This course is the second in the two-course Remote Sensing emphasis of University College’s GIS Certificate Program. The curriculum is a rigorous presentation of digital imaging processing theory with emphasis on its application to airborne and space borne imagery. The course includes computer laboratory exercises and workshops, where the students apply theory to satellite and air photo data. Interpretation of the digitally processed data is also included in the class exercises. Examples of vector and raster data integration are be shown as well.

GIS 4780 Internship (4 Credits)
GIS students may fulfill up to three quarter hours of electives by enrolling in a GIS internship with a GIS company or an agency actively engaged in GIS activities. Students incorporating professional work experience must work with an approved mentor, who evaluates the student’s performance and learning. The internship is designed to provide practical experience to students without prior professional experience in the field. Students who are employed on a full-time basis in the GIS industry may not use paid work experience as part of the academic program.

GIS 4911 Independent Study (1-8 Credits)
This is an advanced course for students wishing to pursue an independent course of study. The student must be accepted in a degree program, have earned a grade point average of 3.0 or better, obtained the approval of the department director, and have completed the Independent Study form and filed the form with all appropriate offices before registering for the independent study. Independent Study is offered only on a for-credit basis.

GIS 4992 Directed Study (1-8 Credits)
This is an advanced course for students wishing to pursue a directed course of study. The student must be accepted in a degree program, have earned a grade point average of 3.0 or better, obtained the approval of the department director, and have completed the Independent Study form and filed the form with all appropriate offices before registering for the directed study. Directed Study is offered only on a for-credit basis.

Global Affairs
Office: University College Student Support Center
Mail Code: 2211 S. Josephine St., Denver, CO 80208
Phone: 303-871-2291, 800-347-2042
Email: ucolsupport@du.edu
Web Site: http://www.universitycollege.du.edu
Certificate in Global Affairs with a concentration in Global Issues

The Graduate Certificate in Global Issues concentration offered at University College focuses on current events and socio-political international affairs. Certificate students who seek to expand their skillset will learn to analyze contemporary issues and trends in a global context, viewing the influence of events and ideas on the world stage.

Certificate classes are offered online or on campus in the evenings, or in a combination of both, and are taught by professional practitioners who work in the fields they teach and contend with global issues in their fields. In a growing, integrated world, international relations have surged in importance. Students become immersed in the analytical and solution-oriented mindset of an international relations expert and apply the transferrable skills learned to their profession immediately. Credits earned through this graduate certificate may apply toward a master’s degree in Global Affairs.

This graduate certificate prepares students to:

- Analyze contemporary issues and trends in a global context, viewing the influence of events and ideas

Global Affairs Outcomes

This program prepares students to:

- Define and discuss globalization in terms of business, culture, government, and major issues
- Define culture and assess cultural differences
- Navigate international legalities of working globally
- Research cultural traditions and regional histories to holistically describe and work within another culture in a context of global affairs
- Compare the diverse interpersonal relationship styles of various cultures and their impact on communication, trade, politics, and human discourse
- Gain sensitivity to and be able to discuss different perspectives as they are influenced by national origin, cultural identification, varying levels of economic success, and divergent methods of political interaction; and
- Be attentive to the global nature of 21st century human interaction in future international friendships and business dealings

Certificate in Global Affairs with a concentration in Translation Studies

The graduate certificate Translation Studies concentration is offered entirely online to meet the needs of busy adults and help students expand their translator skills and stay ahead of the curve in this competitive industry. Translation Studies concentration students will gain the knowledge and transferrable skills needed to become effective translators in a professional capacity, either from English to Spanish or Spanish to English. Certificate students with proficiency in Spanish and English will gain a broad theoretical and practical background through translation studies, as well as practice in different types of translation (legal, commercial, financial, localization, political, and medical translation).

Classes are led by translation experts who work in the field, are taught online, and are geared toward busy adults. Learn what it takes to become a professional translator and gain valuable translator training and experience by apprenticing as a translator in a professional setting. The online graduate translation certificate will cover essential terminology, computer applications for translators, and issues related to working internationally in an individual and team-based environment. Credits earned through this graduate certificate may apply toward a master’s degree in Global Affairs.

This graduate certificate prepares students to:

- Utilize and apply translation theories and methods to practical translations in a variety of fields, which may include legal, commercial, financial, localization, political, or medical specialties
- Translate from English to Spanish and Spanish to English using essential terminology and appropriate computer applications
- Analyze the cultural, organizational, and structural contexts of source and target languages, to provide effective and accurate translations that meet client needs and requirements
- Demonstrate project management and translation skills in a professional setting

Global Affairs Outcomes

This program prepares students to:

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- Be attentive to the global nature of 21st century human interaction in future international friendships and business dealings
Certificate in Global Affairs with a concentration in World History and Culture

The graduate certificate in World History and Culture concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Critically examine the history and culture of the world from a broad range of perspectives, preparing you for an equally wide range of careers related to global issues. Graduate certificate students will gain a firm grasp of international studies and the world at large.

Students will study the historical, political, sociological, and economic factors that contribute to nations’ cultures, identities, and history while broadening their global affairs knowledge, from competition and conflict to building community and cooperation. The World History and Culture concentration explores international studies in an applied, practical manner for professionals and executives working across cultures and across industries. Credits earned through this graduate certificate may apply toward a master's degree in Global Affairs.

This graduate certificate prepares students to:

• Study the historical, political, sociological, and economic factors that contribute to other nations’ cultures and identities

Global Affairs Outcomes

This program prepares students to:

• Define and discuss globalization in terms of business, culture, government, and major issues
• Define culture and assess cultural differences
• Navigate international legalities of working globally
• Research cultural traditions and regional histories to holistically describe and work within another culture in a context of global affairs
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• Be attentive to the global nature of 21st century human interaction in future international friendships and business dealings

Master of Liberal Studies in Global Affairs with a concentration in Global Issues

The Global Issues master's degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Offering an in-depth look at contemporary global issues that impact politics, the economy, and society, the Global Issues concentration explores how each issue, its history, and its potential resolution affect society. From human rights to sustainable development, areas of focus in the Global Issues concentration explore contemporary issues and trends in a global context.

Professional practitioners who work in the fields they teach and contend with international relations in their daily work lead each course as students are introduced to the global processes that impact societies around the world while they apply practical theory to ethical, political, and conflict situations on the global stage. In a growing, integrated world, there has been a surge in the importance of international relations. Degree seekers should take advantage of this resurgence and master the fundamentals of global affairs by becoming immersed in the analytical and solution-oriented mindset of an international relations expert. Customize your Global Affairs master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to:

• Analyze contemporary issues and trends in a global context, viewing the influence of events and ideas

Global Affairs Outcomes

This program prepares students to:

• Define and discuss globalization in terms of business, culture, government, and major issues
• Define culture and assess cultural differences
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• Research cultural traditions and regional histories to holistically describe and work within another culture in a context of global affairs
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• Gain sensitivity to and be able to discuss different perspectives as they are influenced by national origin, cultural identification, varying levels of economic success, and divergent methods of political interaction; and
• Be attentive to the global nature of 21st century human interaction in future international friendships and business dealings

Master of Liberal Studies in Global Affairs with a concentration in Translation Studies

The Translation Studies master's degree concentration is offered entirely online to meet the needs of busy adults. Earning a master's degree with a concentration in Translation Studies provides students the knowledge and transferable skills to become effective translators in a professional capacity, either from English to Spanish or Spanish to English. Translation students (must be admitted into the degree program with proficiency in Spanish and
English) will gain a broad theoretical and practical background through translation studies, as well as practice in different types of translation—such as legal, commercial, financial, localization, political, and medical translation.

Classes are taught online and are led by professional practitioners of translation who work in the fields they teach. Students will learn what it takes to become a professional translator as they gain valuable communication training and experience by apprenticing as a translator in a professional setting. Translation Studies will cover essential terminology, computer applications for translators, and issues related to managing projects internationally in individual and team-based environments. Customize your Global Affairs master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select the translation courses that cater to your specific career needs.

This degree prepares students to:

• Utilize and apply translation theories and methods to practical translations in a variety of fields, which may include legal, commercial, financial, localization, political, or medical specialties
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• Be attentive to the global nature of 21st century human interaction in future international friendships and business dealings

Master of Liberal Studies in Global Affairs with a concentration in World History and Culture
The World History and Culture master's degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Students will critically examine the history and culture of the world from a broad range of perspectives, preparing them for an equally wide range of careers related to international relations. Degree seekers will earn more than a history degree, as they obtain a masterful grasp of international studies and the world at large.

Students will study the historical, political, sociological, and economic factors that contribute to nations’ cultures, identities, and history while broadening their global affairs knowledge, from competition and conflict, to building community and cooperation. The World History and Culture concentration explores international studies in an applied, practical manner for professionals and executives working across cultures and across industries. Customize your Global Affairs master’s degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to:

• Study the historical, political, sociological, and economic factors that contribute to other nations’ cultures and identities

Global Affairs Outcomes
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• Be attentive to the global nature of 21st century human interaction in future international friendships and business dealings
Master’s Degree Admission

Admission Criteria

A regionally accredited baccalaureate degree is required for admission. Applicants must have a minimum grade point average (GPA) of 3.0 on a 4.0 scale (or equivalent) in their undergraduate work from a regionally accredited degree-granting institution for full admission. Applicants whom University College believes may successfully engage in graduate work, but who have not met the previously stated GPA requirement, may be admitted to a degree program on a provisional basis. The GMAT and GRE are NOT required.

Admission Process

Master's degree applications are reviewed for admission on a quarterly basis. Applications and all supplemental materials must be submitted online; with the exception of transcripts, which must be received by the stated application deadline (requests for accommodation may be granted). Applicants will be notified of a decision via email and standard mail approximately two weeks following the application deadline. Detailed application information and application deadlines are located on the University College website (http://universitycollege.du.edu/answers/admission/masters.cfm).

- **Application:** Applicants must complete the application online (http://myweb.du.edu).
- **Application Fee:** A $75 non-refundable application fee is required for an application to be processed.
- **One Official Transcript from each Post-Secondary Institution:** Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where 2 quarter hours (or one semester hour) or more were completed. This includes transcripts for credit earned as transfer work and study abroad.
- **Two Letters of Recommendation:** Two confidential letters of recommendation are required.
- **Statement of Purpose:** A personal statement (two pages double spaced) is required. The statement should include information on how the degree will enhance career plans and meet educational goals. Sharing personal experiences, abilities, achievements, and goals is encouraged. This document has considerable influence in the decision to admit applicants with attention given to written communication skills.
- **Résumé/Curriculum Vitae (CV):**
- **Degree Plan:** The degree plan, detailing courses for the academic program, is required to complete the admission process and can be completed through the University College online degree builder (http://universitycollege.du.edu/DegreeBuilder/Student/ChooseDegree.aspx) tool.
- **Language Proficiency:** Applicants whose native language is not English or who have been educated in countries where English is not the native language, regardless of citizenship, must provide official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). The TOEFL and IELTS scores are valid for two years from the test date. Applicants may be exempt from English proficiency test requirements if they have earned a post-secondary degree from a recognized/accredited university where the language of instruction and examination is English.
- **Proof of Permanent Residency:** Permanent Residents must provide a copy of their Registration Alien Card (green card).
- **Admission Interview:** An interview may be required at the program director’s request.
- **Translation Studies Applicants:** Applicants must complete the required Language Pair Information and Assessment (http://universitycollege.du.edu/assets/pdf/admissions/grad/langapp.pdf) form.
- **International Applicants:** Additional requirements are listed below for international applicants.

Certificate Admission

Admission Criteria

A regionally accredited baccalaureate degree is required for admission. Applicants must have a minimum grade point average (GPA) of 3.0 on a 4.0 scale (or equivalent) in their undergraduate work from a regionally accredited degree-granting institution for full admission. Applicants whom University College believes may successfully engage in graduate work, but who have not met the previously stated GPA requirement, may be admitted to a degree program on a provisional basis. The GMAT and GRE are NOT required.

Admission Process

Certificate applications are reviewed for admission on a quarterly basis. Applications and all supplemental materials must be submitted online; with the exception of transcripts, which must be received by the stated application deadline (requests for accommodation may be granted). Applicants will be notified of a decision via email and standard mail approximately two weeks following the application deadline. Detailed application information and application deadlines are located on the University College website (http://universitycollege.du.edu/answers/admission/certificate.cfm).

- **Application:** Applicants must complete the application online (http://myweb.du.edu).
- **Application Fee:** A $50 non-refundable application fee is required for an application to be processed.
- **One Official Transcript from each Post-Secondary Institution:** Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where 2 quarter hours (or one semester hour) or more were completed. This includes transcripts for credit earned as transfer work and study abroad.
- **Certificate Plan:** The certificate plan, detailing courses for the academic program, is required to complete the admission process and can be completed through the University College online degree builder (http://universitycollege.du.edu/DegreeBuilder/Student/ChooseDegree.aspx) tool.
• **Language Proficiency:** Applicants whose native language is not English or who have been educated in countries where English is not the native language, regardless of citizenship, must provide official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). The TOEFL and IELTS scores are valid for two years from the test date. Applicants may be exempt from English proficiency test requirements if they have earned a post-secondary degree from a recognized/accredited university where the language of instruction and examination is English.

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• **Admission Interview:** An interview may be required at the program director’s request.

• **Translation Studies Applicants:** Applicants must complete the required Language Pair Information and Assessment (http://universitycollege.du.edu/assets/pdf/admissions/grad/langapp.pdf) form.

• **International Applicants:** Additional requirements are listed below for international applicants.

### International Admission

International applicants must comply with all requirements set forth for domestic applicants and supplement their application with additional documentation. International applicant information, including admission deadlines and the International Applicant Checklist, is available on the University College website (http://universitycollege.du.edu/answers/admission/international.cfm).

Admitted international applicants whose native language is not English are required to attend University College’s International Preparation Week (http://universitycollege.du.edu/answers/admission/international.cfm) prior to attending courses at University College.

University College will consider graduate applicants who have earned three-year baccalaureate degrees from 15-year education systems. The school from which the applicant has earned the degree must be a formally recognized or regionally accredited institution of higher learning, as determined by the University Of Denver Office Of International Student Admission. Admission policy and procedures for applicants holding three-year baccalaureate degrees is the same as for other international applicants with one exception: applicants with a three-year degree are not eligible for English Conditional Admission. Priority consideration will be given to those with a minimum of three year’s work experience.

### Additional Admission Requirements for International Applicants

• **English Proficiency:** All internationally educated applicants whose native language is not English are required to submit proof of English Language Proficiency regardless of citizenship and/or U.S. residency.

  1. **TOEFL:** A minimum score of 550 (paper based), 213 (computer based), or 80 (Internet based) is required for admission consideration. Generally, applicants should achieve at least 20 in all TOEFL subscores on the internet-based exam. TOEFL score reports older than two years from the date of application are not acceptable for admission consideration.

  2. **Academic IELTS:** A score of 6.5 or higher is required to be considered for admission. Each individual band score must be 6.0 or higher. IELTS score reports older than two years from the date of application are not acceptable for admission consideration.

  3. **Possible Exemptions:** International applicants may be exempt from the TOEFL/Academic IELTS requirement if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the entire language of instruction and examination is in English.

  4. **English Conditional Acceptance (should this be Admission not Acceptance?) (ECA):** Master's degree applicants who do not meet the required level of English proficiency may be considered for conditional acceptance if all other admission criteria are met. Prior to enrolling in any graduate-level coursework, ECA requires an evaluation by the University of Denver’s English Language Center (ELC) and successful completion of intensive ELC English courses including the Graduate Preparation Program. Academic classes may not be taken while students are enrolled at the English Language Center. Graduate certificate students may not be admitted through ECA. As an alternative to the English Language Center, an applicant may become fully admitted by submitting sufficient TOEFL/Academic IELTS scores.

• **Official Transcripts and Translations:** International applicants should submit official transcripts printed in the official language of instruction of their institution. Certified English translations must accompany all transcripts except for those provided by institutions that issue documents in English.

• **Photocopy of Diploma/Degree Certification and Appropriate Translations:** Applicants who have earned a degree outside the U.S. must submit proof of graduation through a degree certificate or diploma along with all appropriate official translations.

• **A Photocopy of Current Passport:** Applicants must provide a copy of the photograph and legal name page of their passport. This is required before an I-20 can be issued by the University of Denver.

• **The Supplemental Information Form (SEVIS Supplement):** Applicants who are not U.S. Citizens or permanent residents must complete the SEVIS form.

• **Financial Verification Form:** Applicants seeking an I-20 student visa must submit financial verification documents.
Certificate in Global Affairs with a Concentration in Global Issues

Certificate Requirements

Coursework Requirements

Concentration requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GS 4100</td>
<td>Hunger, Food, and Health</td>
<td>4</td>
</tr>
<tr>
<td>GS 4110</td>
<td>Sustainable Development</td>
<td>4</td>
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Total Credits: 24

Certificate in Global Affairs with a Concentration in Translation Studies

Certificate Requirements

Coursework Requirements

Concentration requirements

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Total Credits: 24

Certificate in Global Affairs with a Concentration in World History and Culture

Certificate Requirements

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Master of Liberal Studies in Global Affairs with a Concentration in Global Issues

Degree Requirements

Coursework Requirements

Core coursework requirements

- GS 4010 Global Players, Structures, and Trends 4
- GS 4020 Cultural Positioning and Assessment 4
- GS 4030 Issues in Working Internationally 4
- MALS 4020 Graduate Research and Writing 4
- GS 4901 Capstone Project 4
- or GS 4902 Capstone Seminar 4

Concentration requirements

- GS 4100 Hunger, Food, and Health 4
- GS 4110 Sustainable Development 4
- GS 4120 Terrorism and War in the 21st Century 4
- GS 4130 Human Rights and the Role of Women 4

Elective requirements

Select three of the following: 12

- GS 4200 Globalization and Human Geography
- GS 4210 World Religious Traditions
- GS 4220 Competition and Conflict
- GS 4230 Community and Cooperation

Total Credits 48

Students may choose from the elective options above, or they may work with their advisor to choose electives from the Related or Flexible options for their elective courses.

Students will work with their personal academic advisor to determine the best set of courses to choose from the Related Option. The Related Option allows students to choose from a predetermined group of subject areas from other concentrations that have been identified as most likely relating to their concentration area.

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Non-coursework Requirement

Capstone Project (or successful completion of Capstone Seminar)

Master of Liberal Studies in Global Affairs with a Concentration in Translation Studies

Degree Requirements

Coursework Requirements

Core course requirements

- GS 4010 Global Players, Structures, and Trends 4
- GS 4020 Cultural Positioning and Assessment 4
- GS 4030 Issues in Working Internationally 4
- MALS 4020 Graduate Research and Writing 4
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**Total Credits:** 12

### Non-Coursework Requirement

Capstone Project (or successful completion of Capstone Seminar)

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### Master of Liberal Studies in Global Affairs with a Concentration in World History and Culture

#### Degree Requirements

**Coursework Requirements**

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**Total Credits:** 48

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**Non-coursework Requirement**

Capstone Project (or successful completion of Capstone Seminar)

**Courses**

**GS 4010 Global Players, Structures, and Trends (4 Credits)**

In this course, globalization is studied from historical and contemporary perspectives. Structures of community and organizations, governmental and nongovernmental, are examined and compared. Students study cases of global conflict and cooperation. Global issues are introduced, and students examine the role of the United States in the world across issues, borders, and cultures.

**GS 4020 Cultural Positioning and Assessment (4 Credits)**

In building a global perspective, it is essential to be able to position oneself culturally and interact with people from other cultural backgrounds. This course addresses the question of how to learn about different regions and cultures and how to assess the similarities and differences with one’s own. Students learn about how to define culture. They develop skills to research countries, regions, and cultures through history, human geography, religion, and artistic traditions. They use the knowledge gleaned through research to build cross-cultural communication skills.

**GS 4030 Issues in Working Internationally (4 Credits)**

In a global marketplace, working internationally is very common. There are many legal, corporate, and cultural issues that individuals and corporations in the international workplace encounter on a regular basis. This course addresses legal issues – such as contracts and agreements, import/export regulations, intellectual property, and human resources – that affect how business is done across national and cultural lines. In addition, workers need to be able to assess the business and social cultures in another country in order to navigate the business climate and networking protocols.

**GS 4100 Hunger, Food, and Health (4 Credits)**

A growing world population, climate change, and scarce resources have many implications on hunger, food, and health. Floods and droughts, conflict and migration affect food supplies, which create hunger. Cultural norms and practices, famine, forced migration, and conflict contribute to health concerns. New strains of disease threaten global pandemics. Students in this course examine current issues of hunger, food, and health in a global context. Social, political, cultural, and economic aspects of these issues are analyzed. The role of governmental and non-governmental organizations and agencies in issues of hunger, food, and health are discussed. Students debate the causes and solutions of global hunger, food, and health issues, using case examples to support their arguments.

**GS 4110 Sustainable Development (4 Credits)**

Economic development, ecology and democracy are three dynamic, powerful and volatile forces in the world today. Players in the tension between them include nations, large corporations, and a groundswell of farmers, workers, and ordinary people. This course looks at the model of sustainable development as a way for countries to make long-term and ethical decisions about how to use resources: earth, water, air, energy, as well as the most important resource, people. Contrasts are drawn between Western economies and the emerging world attempting the leap from an agricultural paradigm to industrialization, while trying to avoid falling into the Malthus trap of overpopulation. Students develop an understanding of the complex, intertwined relationship between economic growth, environment and humanity.

**GS 4120 Terrorism and War in the 21st Century (4 Credits)**

In the 21st century, the word “terrorism” is a part of the common vernacular used with multiple, and at times vague, meanings. This course prepares students to understand and explain the contexts and impacts of terrorism through interdisciplinary exploration of terrorism theories. Students investigate how these theories apply to both real world situations and responses to terrorism and how these theories contribute to our understanding of 21st century concepts of war and terror.

**GS 4130 Human Rights and the Role of Women (4 Credits)**

The Universal Declaration of Human Rights was adopted by the UN General Assembly in 1948. With this international recognition of human rights is a responsibility to promote and protect those human rights. In this course, those rights and the organizations that promote and protect them are studied. The philosophical and theoretical bases for the concept of human rights is examined. In addition, students delve into women’s human's rights and perspectives, including feminist perspectives on international human rights and issues such as trafficking, refugees, economic and social rights. The role of women in promoting and defending universal human rights is highlighted.

**GS 4200 Globalization and Human Geography (4 Credits)**

This course examines human-environment relations under globalization from the lens of human geography. Core concepts of human geography such as scale, place, and identity are used to examine current globalization trends, debates, and implications on human settlements and activities. Students examine the interconnection of economics, politics, migration, culture, trade, settlement patterns and development at different scales through the lens of geography. The course ends with an analysis of current resistance responses and alternatives for the future.

**GS 4210 World Religious Traditions (4 Credits)**

This course examines the religions of the world and their roles in defining cultures and societies. Major world religions are examined and discussed in this course, including their varied beliefs, rituals, and institutions. Comparisons and distinctions are drawn between the various Western and non-Western traditions. In addition to major religions, smaller religious movements and distinct religions from around the world are also discussed.
GS 4220 Competition and Conflict (4 Credits)
In this course, students study philosophies, cultures, and events of competition and conflict across the globe and throughout history. Theories of the dialectic, competition, and struggle for advancement are analyzed. Social and belief systems of nationalism, capitalism, and survival of the fittest are among those that create boundaries and encourage competition and, at times, conflict. Students delve into and analyze various conflicts and cultures throughout history marked by ideals of competition, individualism, and power.

GS 4230 Community and Cooperation (4 Credits)
In this course, students examine world cultures, ideas, and events across history through a lens of community and cooperation. Philosophies of community, social cooperation, and unity for societal progress are analyzed. The philosophies of socialism and communism, their various modes of implementation, and their success are assessed. International organizations that foster cooperation and community, such as the United Nations and the European Union are investigated. Social movements for change that create communities across borders are analyzed and discussed.

GS 4300 Theory and Practice of Translation and Interpretation (4 Credits)
This course provides a review of translation and interpretation theories, the link between linguistic and cultural factors, and their relevance to the translation and interpretation task. The course covers the different aspects of translation and interpretation as different yet often complimentary professions; survey translation tools and reference materials; discuss professional roles and modes and public perception of the professions. Standard business practices and professional code of ethics are examined. General practice in translation and interpretation is provided. Fundamental translation and interpreting theories are emphasized at the beginning of the course and are conveyed in the form of assigned readings, lectures, class discussions, and independent research. Language Generic. Prerequisite: Admission to the Master of Liberal Studies in Global Affairs with a Translation Studies specialty or the Certificate of Advanced Study in Translation Studies.

GS 4301 Basic Translation: Written and Sight (4 Credits)
This is an introductory course in translation covering a variety of registers: commercial, journalistic, legal, literary, medical, and technical. Students learn to apply text analysis, text typology, and contrastive analysis of their working languages to identify, analyze, and resolve translation problems while independently developing an efficient and rational approach to the process of translation. In addition, course assignments include practice and graded exercises in translation and sight translation, utilizing authentic texts drawn from an extensive variety of text categories that include, but are not limited to, current events, general political economy, general legal documents, and scientific and technical topics for general audiences. Language Specific. Prerequisites: GS 4300 Theory & Practice of Translation and Interpretation and admission to the Master of Liberal Studies in Global Affairs with a Translation Studies specialty or the Certificate of Advanced Study in Translation Studies.

GS 4302 Terminology and Computer Applications for Translators (4 Credits)
This course provides an introduction to translation memory software and terminology management software. Translation theory or field-specific terminology are not covered. Students become familiar with the concept of translation memory, learn to use the main features (create, import, export, analyze, clean up) of some of the applications available, and use translation memory in the translation process as necessary to create a translation project workflow from start to finish. Students also learn to use terminology tools to create and edit a term base that can be used during translation as a main reference. Language Generic. This course may be taken concurrently with GS 4300. Prerequisite: Master of Liberal Studies in Global Affairs with a Translation Studies specialty or the Certificate in Translation Studies.

GS 4303 Translation Practicum (4 Credits)
Application of the knowledge, skills, and attitudes attained in the classroom by apprenticing under qualified translators, translation agencies, law firms, government agencies (e.g. school districts, the IRS, police departments, social services agencies), and/or healthcare and community-based organizations in a variety of general work situations. Interns shadow their mentors and the move into actual translation assignments in monitored situations. The nature of the professions easily accommodates the completion of the Translation Practicum online for distance students. The Practicum helps students develop and establish an identity as professional translators, as it builds a practical knowledge of translation as a profession. Its goal is to empower students to identify and pursue professional development opportunities and specializations. Initiation into the translation industry through interaction with members of the profession, professional organizations, and institutions in the language industry are encouraged. Students are expected to prepare a final project based on their practical experience following the University College Internship Handbook. The practicum should be taken as one of the last two translation classes. Prerequisites: GS 4301 and admission to the Master of Liberal Studies in Global Affairs with a Translation Studies specialty or the Certificate of Advanced Study in Translation Studies.

GS 4304 Introduction to Legal Translation (4 Credits)
Because a legal document bears legal liabilities, the translation of a legal document has the same legal effect as the original. As a result, the requirements for accuracy in legal translation (meaning, tone, and style) are quite high. This course provides an overview of the nature of legal translation and an introduction to the principles of comparative law, such as how to research legal issues in the countries of the language pair. The concepts of equivalence and zero equivalence are analyzed. Participants translate different types of agreements; certificates; and affidavits, as well as a wide array of documents focusing on probate, family, poverty, and criminal law. Students are given assignments on the research approach, steps, and skills needed to tackle a legal translation project from start to finish. Fundamental legal translation theory is emphasized at the beginning of the course and conveyed in the form of assigned readings, lectures, class discussions, and independent research. Language specific. Prerequisites: GS 4301 and admission to the Master of Liberal Studies in Global Affairs with a Translation Studies specialty or the Certificate of Advanced Study in Translation Studies.
GS 4305 Localization and Translation of Software and Web Pages (4 Credits)
This course provides students with a general overview of the field of web page translation and an introduction to software localization. Class topics range from technical discussions on computer architecture to tips for managing localization projects. Students gain a thorough understanding of the basic components of a localization project (web, software, online help, and documentation) and insight into the larger context of software/web localization and internationalization processes. Using real-life examples and hands-on exercises, students explore the cultural, technical, and organizational challenges in the adaptation of culturally sensitive elements. Language generic. Prerequisites: GS 4301 and admission to the Master of Liberal Studies in Global Affairs with a Translation Studies specialty of the Certificate of Advanced Study in Translation Studies.

GS 4306 Translation of Medical and Scientific Texts (4 Credits)
This course covers medical terminology involving patient education, medical research, drug development, the human body and systems, major diseases, as well as the most common injuries. Students translate documents used in general medical practice and are introduced to the common roots, prefixes and suffixes in medical terminology. Translation skills are reinforced by analyzing different levels of difficulty in medical texts, by translating, and by addressing requests for editing and rewriting translated materials for patient populations and audiences of different education levels. Students practice translating medical office correspondence, informational brochures, patient letters, discharge information, hospital intake questionnaires, living wills, patient outreach/educational materials, instructions for taking medications, laboratory tests, and medical disability reports, among others. Language specific. Prerequisites: GS 4301 and admission to the Master of Liberal Studies in Global Affairs with a Translation Studies specialty of the Certificate of Advanced Study in Translation Studies.

GS 4307 Translation Project Management (4 Credits)
This course gives students the opportunity to address both translation and non-translation related issues associated with planning, executing, controlling, and delivering a final translation for a client (either direct or as an agency). Particular focus is given to hands-on practice of the various communications between the parties. The course outlines an effective project management methodology that can be applied to large or small translation/localization projects. Language generic. Prerequisites: GS 4301 and admission to the Master of Liberal Studies in Global Affairs with a Translation Studies specialty of the Certificate of Advanced Study in Translation Studies.

GS 4701 Topics in Global Affairs (4 Credits)
The content of this course varies each time it is offered. Specific course content is detailed on quarterly schedule. Depending on the subject matter, students may be required to have completed prerequisite courses.

GS 4901 Capstone Project (4 Credits)
The Capstone Project provides students the opportunity to research a topic, problem, or issue within their field of study, and work individually with a Capstone advisor. Similar in weight to a thesis, but more flexible, this final project synthesizes and applies core concepts acquired from the program. The student selects an appropriate Capstone advisor who is knowledgeable in the field of study to work closely with and whom can guide the research project. Evaluation will be focused on the quality and professionalism of applied research and writing; critical and creative thinking; problem-solving skills; knowledge of research design, method, and implementation; and contribution to the field and topic of study. View the Capstone Guidelines for additional details. Prerequisites: A Capstone Proposal that has been approved by both the Capstone Advisor and the Academic Director, unconditional acceptance as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPA of 3.0 or better, and a B or better in MALS 4020. A final grade of B or better must be earned in this course to meet degree requirements.

GS 4902 Capstone Seminar (4 Credits)
The Capstone Seminar is a graduate seminar in which students utilize the knowledge and skills gained through the degree program to create a culminating work that critically addresses a problem or issue in the degree field of study. The student produces a paper of 7000-8000 words that presents a position on a relevant problem or issue, supports the position with professional and academic work in the field, analyzes and tests the paper position, and discusses the role of the findings within the field of study. The seminar is dependent upon collegial discussion of student research and work under the facilitation of a faculty member, and it is governed by the quality of participation and contributions of the students. The course structure, facilitated by the faculty member, guides the students through the process of independent research and writing of a capstone paper; the instructor provides intensive feedback on the capstone process and papers. Students are responsible for generating the course content through ongoing discussion of and peer feedback on the capstone process and individual papers, as well as the analysis and contextualization of focused students papers within the wider degree field of study. Students professionally and academically communicate their findings through written work and oral presentations. Students must have: unconditional acceptance as a degree candidate; completion of at least 40 quarter-hours (including all core courses) with a cumulative GPA of 3.0 or better, and a B or better in MALS 4020. A final grade of B or better must be earned in this course to meet degree requirements. Students must complete the Capstone Seminar in one quarter; no incomplete grades are assigned.

GS 4904 Interdisciplinary Capstone Seminar (4 Credits)
The Interdisciplinary Capstone Seminar is a graduate seminar in which students utilize the knowledge and skills gained through the degree program to create a culminating work that critically addresses a problem or issue in the degree field of study. Members of the class will include students from various UCOL programs, representing multiple topics of study. On campus offerings of this course include required online components. The student produces a paper of 7000-8000 words that presents a position on a relevant problem or issue, supports the position with professional and academic work in the field, analyzes and tests the paper position, and discusses the role of the findings within the field of study. Students professionally and academically communicate their findings through written work and oral presentations. The seminar is dependent upon active and collegial discussion and critique of student research and work under the facilitation of a faculty member, and it is governed by the quality of participation and contributions of the students. Students must have: unconditional acceptance as a degree candidate; completion of at least 40 quarter-hours (including all core courses) with a cumulative GPA of 3.0 or better, and a B or better in MALS 4020. A final grade of B or better must be earned in this course to meet degree requirements. Students must complete the Capstone Seminar in one quarter; no incomplete grades are assigned.
GS 4905 Graduate Social Research Methods (4 Credits)
Graduate Social Research Methods is an exploration of the methods and purposes of social science research from the perspective of the researcher as well as that of the informed professional and consumer of information. Students learn about the process of research, including the development of research questions, the purpose of various social science research methods, the role of professional ethics, and general approaches to the analysis and interpretation of data. Students develop the ability to read and critique basic social science research articles and to implement simple research designs. Students develop and write a research proposal around a specific research question informed by a review of the literature. Technical requirements include the ability to read and modify Microsoft Excel documents.

GS 4991 Independent Study (1-5 Credits)
This is an advanced course for students wishing to pursue an independent course of study. The student must be accepted in a degree program, have earned a grade point average of 3.0 or better, obtained the approval of the department director, and have completed the Independent Study form and filed the form with all appropriate offices before registering for the independent study. Independent Study is offered only on a credit basis and only for degree candidates.

GS 4992 Directed Study (1-5 Credits)
This is an advanced course for students wishing to pursue a directed course of study. The student must be accepted in a degree program, have earned a grade point average of 3.0 or better, obtained the approval of the department director, and have completed the Independent Study form and filed the form with all appropriate offices before registering for the independent study. Directed Study is offered only on a for-credit basis.

Healthcare Leadership
Office: University College Student Support Center
Mail Code: 2211 S. Josephine St., Denver, CO 80208
Phone: 303-871-2291, 800-347-2042
Email: ucolsupport@du.edu
Web Site: http://www.universitycollege.du.edu

Certificate in Healthcare Leadership with a Concentration in Healthcare Policy and Regulatory Leadership
The graduate certificate in Healthcare Policy and Regulatory Leadership concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Certificate students will add new skills to their portfolio, including knowledge on how to help shape, interpret, and implement policies and regulations that impact a value-driven healthcare system. The Healthcare Policy and Regulatory Leadership concentration will provide an improved understanding of healthcare systems, legislative procedures, and trends as they relate to healthcare related public policy and healthcare law.

Certificate students will explore the role of professional standards and accreditation as they relate to quality assurance and reimbursement strategies for healthcare. The complexities of a changing relationship between policy, providers, and patients within various cultural settings, domestically and internationally, will be discussed in relationship to healthcare. Credits earned through this certificate may apply toward a master's degree in Healthcare Leadership.

This certificate prepares students to:

• Compare variations in healthcare delivery domestically and internationally
• Understand the legislative process involved in the creation of healthcare public policy
• Explain how change leads to resistance and what measures must be adopted to incorporate change
• Discuss how professional standards and accreditation relate to quality assurance in various areas of healthcare
• Analyze the processes involved in the implementation of healthcare public policy and healthcare reform

Certificate in Healthcare Leadership with a Concentration in Managing Legal Issues in Healthcare
The graduate certificate in Managing Legal Issues in Healthcare concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Certificate students explore the intersection of law and health systems as they navigate business and practice management in healthcare. Law as it relates to healthcare is the focus of the graduate certificate, which allows for the expansion of relevant and necessary skills for legal professionals, health providers, practice managers, and healthcare administrators.

Certificate students learn the economic and legal structures associated with healthcare systems and delivery mechanisms in order to assess and respond to common legal and policy issues facing individuals and organizations within healthcare. Certificate students will be exposed to transactional law, professional liability, professional review, patient privacy, and anti-discrimination, discussed in relation to both inpatient and outpatient facilities and providers. Principles of change management will be applied throughout certificate coursework to provide leadership skills necessary to develop, facilitate, and maintain change across health systems. Credits earned through this graduate certificate may apply toward a master’s degree in Healthcare Leadership.
This certificate prepares students to:

- Analyze the intersection of law and healthcare in health administration
- Assess legal and regulatory systems that impact healthcare payment and delivery
- Explore legal issues which influence academic medical research and health entrepreneurship
- Examine ethical considerations which affect healthcare
- Identify business principles necessary to manage the legal components of healthcare systems

**Certificate in Healthcare Leadership with a Concentration in Medical and Healthcare Information Technologies**

The graduate certificate in Medical and Healthcare Information Technologies concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Certificate students will gain the cutting-edge skills needed to thrive in the emerging medical information technology field as they learn to improve patient care. Students will learn how technology impacts and improves diagnosis, treatment, training, patient records, and financial transactions through the certificate program, which offers a high-level knowledge of the interoperability of healthcare information systems.

The certificate program will prepare students with a new skillset for their portfolio, including how to reduce costs and improve access to quality healthcare through technologies that comprise the framework of modern connected healthcare. Certificate courses emphasize provider and patient interaction and how to improve overall efficiency through relevant health informatics. Credits earned through this graduate certificate may apply toward a master's degree in Medical and Healthcare Information Technologies.

This certificate prepares students to:

- Discuss how technology affects diagnosis, treatment, training, recordkeeping, financial transactions and data outcome analysis
- Compare and contrast emerging trends in medical and healthcare information technology including electronic health records and telehealth
- Discuss how technology can help improve quality of patient care and reduce costs as healthcare moves from a volume-based to value-based system
- Identify different ways to facilitate discussion and communication between clinical providers and technical staff

**Certificate in Healthcare Leadership with a Concentration in Strategic Leadership in Healthcare Organizations**

The graduate certificate Strategic Leadership in Healthcare Organizations concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Certificate students will learn to successfully and strategically lead within healthcare organizations, in addition to developing, implementing, and administering strategic plans for various types of healthcare systems. Using case-based study techniques, healthcare certificate students will explore practice and system management, strategic planning, and change leadership. The graduate certificate program directs students in gaining in-depth healthcare leadership skills that ensure systems and organizations continue to be dynamic, relevant, and competent.

Through analysis of the interrelationships of value, quality, and price, certificate students examine the macro-level of healthcare financial systems in order to better understand budgets and organizational goals and vision. From upholding patient values to maintaining a congenial work environment, strategic healthcare leaders forge the way for dynamic, innovative healthcare organizations. Credits earned through this graduate certificate may apply toward a master's degree in Healthcare Leadership.

This certificate prepares students to:

- Compare and contrast leadership and administration characteristics that contribute to success in the provision of healthcare
- Identify basic components of a strategic plan and change management, relating them to financial planning and patient value within the healthcare system
- Discuss issues that support and detract from a harmonious workplace environment, how these issues affect patient services, and provide solutions in effectively dealing with these issues
- Compare and contrast the strategic management functions required to lead and administer various types of healthcare systems
- Demonstrate expertise in the complex history and process of healthcare economics

**Master of Professional Studies in Healthcare Leadership with a Concentration in Healthcare Policy and Regulatory Leadership**

The Healthcare Policy and Regulatory Leadership master's degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Students will acquire the essential tools necessary to become leaders who help shape, interpret, and implement policies and regulations that impact a value-driven healthcare system. Designed and delivered for busy adults seeking...
professional development and advancement within the healthcare industry, the healthcare degree will provide an improved understanding of healthcare systems, legislative procedures, and trends as they relate to healthcare related public policy and healthcare law.

Degree-seeking students will discuss the implications of policies across geographic areas. The role of professional standards and accreditation is discussed in relationship to quality assurance and reimbursement strategies for healthcare. The master's degree concentration in Healthcare Policy and Regulatory Leadership from University College examines the complex and changing relationship between policy, providers, and patients within various cultural settings, domestically and internationally, in healthcare. Master's degree students will receive a career-relevant education that shapes them into healthcare leaders with a pulse on the dynamism in healthcare and continuing emergence of reform leading to changes in healthcare policy. Customize your Healthcare Leadership master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to:

- Compare variations in healthcare delivery domestically and internationally
- Understand the legislative process involved in the creation of healthcare public policy
- Explain how change leads to resistance and what measures must be adopted to incorporate change
- Discuss how professional standards and accreditation relate to quality assurance in various areas of healthcare
- Analyze the processes involved in the implementation of healthcare public policy and healthcare reform

**Master of Professional Studies in Healthcare Leadership with a Concentration in Managing Legal Issues in Healthcare**

The Managing Legal Issues in Healthcare master’s degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Students will explore the intersection of law and health systems as they navigate business and practice management in healthcare. Law as it relates to healthcare is the focus of this master’s degree concentration, which provides legal professionals, health providers, practice managers, and healthcare administrators the concentrated knowledge of how law and medicine must work in cooperation to assure better health, improved care, and lower costs while ensuring patient safety in healthcare.

Master’s degree students will acquire specialized skills related to the economic and legal structures associated with healthcare systems and delivery mechanisms in order to assess and respond to common legal and policy issues facing individuals and organizations within healthcare. The master’s degree curriculum focuses on healthcare law and policy issues including transactional law, professional liability, professional review, patient privacy, and anti-discrimination, discussed in relation to both inpatient and outpatient facilities and providers. Unique legal concerns related to academic and entrepreneurial medicine are addressed including research regulations, intellectual property and product development. Customize your Healthcare Leadership master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to:

- Analyze the intersection of law and healthcare in health administration
- Assess legal and regulatory systems that impact healthcare payment and delivery
- Explore legal issues which influence academic medical research and health entrepreneurship
- Examine ethical considerations which affect healthcare
- Identify business principles necessary to manage the legal components of healthcare systems

**Master of Professional Studies in Healthcare Leadership with a Concentration in Medical and Healthcare Information Technologies**

The Medical and Healthcare Information Technologies master's degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Stay at the cutting-edge of emerging medical information technology and improve patient care with a master's degree concentration in Medical and Healthcare Information Technologies from University College, where courses are geared for the busy adult who seeks professional development in the healthcare field. Learn how technology affects and improves diagnosis, treatment, training, patient records, and financial transactions. Students will gain a high-level knowledge of the interoperability of healthcare information systems, the benefits and barriers associated with electronic health records systems, and the emerging use of distance medicine and telehealth.

Degree-seeking students will be prepared to enter the healthcare field with innovative, solution-oriented tactics to improve the efficiency and effectiveness of systems and patient care. Classes cover how to reduce costs and improve access to quality healthcare through technologies that comprise the framework of modern connected healthcare. With the explosion of technology drastically affecting the healthcare industry both nationally and globally, it is more important than ever to stay current on the medical information technologies available to healthcare professionals today. Courses emphasize provider and patient interaction and how to improve overall efficiency through relevant health informatics. Customize your Healthcare Leadership master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.
This degree prepares students to:

- Discuss how technology affects diagnosis, treatment, training, recordkeeping, financial transactions and data outcome analysis
- Compare and contrast emerging trends in medical and healthcare information technology including electronic health records and telehealth
- Discuss how technology can help improve quality of patient care and reduce costs as healthcare moves from a volume-based to value-based system
- Identify different ways to facilitate discussion and communication between clinical providers and technical staff

Master of Professional Studies in Healthcare Leadership with a Concentration in Strategic Leadership in Healthcare Organizations

The Strategic Leadership in Healthcare Organizations master’s degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. At University College, students will acquire the skills needed to successfully and strategically lead within healthcare organizations through the integrative process of a changing healthcare industry. Using case based study techniques, students will explore practice and system management, strategic planning, and change leadership. The program directs students in gaining in-depth healthcare leadership skills that ensure systems and organizations continue to be dynamic, relevant, and competent.

The relationship between patients and providers is the fundamental element of a strategic healthcare system. Successful management of this relationship requires healthcare leaders who can accommodate challenges constructively and provide high quality care to patients. Through analysis of the interrelationships of value, quality, and price, students will examine the financial state of healthcare at the macrolevel, allowing them to better understand the budgetary restraints while striving to realize an organization's vision and goals. From upholding patient values to maintaining a congenial work environment, strategic healthcare leaders forge the way for dynamic, innovative healthcare organizations. Customize your Healthcare Leadership master’s degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to:

- Compare and contrast leadership and administration characteristics that contribute to success in the provision of healthcare
- Identify basic components of a strategic plan and change management, relating them to financial planning and patient value within the healthcare system
- Discuss issues that support and detract from a harmonious workplace environment, how these issues affect patient services, and provide solutions in effectively dealing with these issues
- Compare and contrast the strategic management functions required to lead and administer various types of healthcare systems
- Demonstrate expertise in the complex history and process of healthcare economics

MASTER’S DEGREE ADMISSION

Admission Criteria

A regionally accredited baccalaureate degree is required for admission. Applicants must have a minimum grade point average (GPA) of 3.0 on a 4.0 scale (or equivalent) in their undergraduate work from a regionally accredited degree-granting institution for full admission. Applicants whom University College believes may successfully engage in graduate work, but who have not met the previously stated GPA requirement, may be admitted to a degree program on a provisional basis. The GMAT and GRE are NOT required.

Admission Process

Master’s degree applications are reviewed for admission on a quarterly basis. Applications and all supplemental materials must be submitted online; with the exception of transcripts, which must be received by the stated application deadline (requests for accommodation may be granted). Applicants will be notified of a decision via email and standard mail approximately two weeks following the application deadline. Detailed application information and application deadlines are located on the University College website (http://universitycollege.du.edu/answers/admission/masters.cfm).

- Application: Applicants must complete the application online (http://myweb.du.edu).
- Application Fee: A $75 non-refundable application fee is required for an application to be processed.
- One Official Transcript from each Post-Secondary Institution: Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where 2 quarter hours (or one semester hour) or more were completed. This includes transcripts for credit earned as transfer work and study abroad.
- Two Letters of Recommendation: Two confidential letters of recommendation are required.
- Statement of Purpose: A personal statement (two pages double spaced) is required. The statement should include information on how the degree will enhance career plans and meet educational goals. Sharing personal experiences, abilities, achievements, and goals is encouraged. This document has considerable influence in the decision to admit applicants with attention given to written communication skills.
- Résumé/Curriculum Vitae (CV).
- Degree Plan: The degree plan, detailing courses for the academic program, is required to complete the admission process and can be completed through the University College online Degree Builder (http://universitycollege.du.edu/DegreeBuilder/Student/ChooseDegree.aspx) tool.
• Language Proficiency: Applicants whose native language is not English or who have been educated in countries where English is not the native language, regardless of citizenship, must provide official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). The TOEFL and IELTS scores are valid for two years from the test date. Applicants may be exempt from English proficiency test requirements if they have earned a post-secondary degree from a recognized/accredited university where the language of instruction and examination is English.
• Proof of Permanent Residency: Permanent Residents must provide a copy of their Registration Alien Card (green card).
• Admission Interview: An interview may be required at the program director’s request.
• International Applicants: Additional requirements are listed below for international applicants.

CERTIFICATE ADMISSION

Admission Criteria
A regionally accredited baccalaureate degree is required for admission. Applicants must have a minimum grade point average (GPA) of 3.0 on a 4.0 scale (or equivalent) in their undergraduate work from a regionally accredited degree-granting institution for full admission. Applicants whom University College believes may successfully engage in graduate work, but who have not met the previously stated GPA requirement, may be admitted to a degree program on a provisional basis. The GMAT and GRE are NOT required.

Admission Process
Certificate applications are reviewed for admission on a quarterly basis. Applications and all supplemental materials must be submitted online; with the exception of transcripts, which must be received by the stated application deadline (requests for accommodation may be granted). Applicants will be notified of a decision via email and standard mail approximately two weeks following the application deadline. Detailed application information and application deadlines are located on the University College website (http://universitycollege.du.edu/answers/admission/certificate.cfm).

• Application: Applicants must complete the application online (http://myweb.du.edu).
• Application Fee: A $50 non-refundable application fee is required for an application to be processed.
• One Official Transcript from each Post-Secondary Institution: Applicants are required to submit an official transcript from each post-secondary institution they have attended, or a copy of official transcripts for credit earned as transfer work and study abroad.
• Certificate Plan: The certificate plan, detailing courses for the academic program, is required to complete the admission process and can be completed through the University College online Degree Builder (http://universitycollege.du.edu/DegreeBuilder/Student/ChooseDegree.aspx) tool.
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• Proof of Permanent Residency: Permanent Residents must provide a copy of their Registration Alien Card (green card).
• Admission Interview: An interview may be required at the program director’s request.
• International Applicants: Additional requirements are listed below for international applicants.

INTERNATIONAL ADMISSION

International applicants must comply with all requirements set forth for domestic applicants and supplement their application with additional documentation. International applicant information, including admission deadlines and the International Applicant Checklist, is available on the University College website (http://universitycollege.du.edu/answers/admission/international.cfm).

Admitted international applicants whose native language is not English are required to attend University College’s International Preparation Week (http://universitycollege.du.edu/answers/admission/international.cfm) prior to attending courses at University College.

University College will consider graduate applicants who have earned three-year baccalaureate degrees from 15-year education systems. The school from which the applicant has earned the degree must be a formally recognized or regionally accredited institution of higher learning, as determined by the University Of Denver Office Of International Student Admission. Admission policy and procedures for applicants holding three-year baccalaureate degrees is the same as for other international applicants with one exception: applicants with a three-year degree are not eligible for English Conditional Admission. Priority consideration will be given to those with a minimum of three year’s work experience.

Additional Admission Requirements for International Applicants
• English Proficiency: All internationally educated applicants whose native language is not English are required to submit proof of English Language Proficiency regardless of citizenship and/or U.S. residency.
1. TOEFL: A minimum score of 550 (paper based), 213 (computer based), or 80 (Internet based) is required for admission consideration. Generally, applicants should achieve at least 20 in all TOEFL subscores on the internet-based exam. TOEFL score reports older than two years from the date of application are not acceptable for admission consideration.
2. **Academic IELTS**: A score of 6.5 or higher is required to be considered for admission. Each individual band score must be 6.0 or higher. IELTS score reports older than two years from the date of application are not acceptable for admission consideration.

3. **Possible Exemptions**: International applicants may be exempt from the TOEFL/Academic IELTS requirement if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the entire language of instruction and examination is in English.

4. **English Conditional (Admission?) (ECA)**: Master's degree applicants who do not meet the required level of English proficiency may be considered for conditional acceptance if all other admission criteria are met. Prior to enrolling in any graduate-level coursework, ECA requires an evaluation by the University of Denver's English Language Center (ELC) and successful completion of intensive ELC English courses including the Graduate Preparation Program. Academic classes may not be taken while students are enrolled at the English Language Center. Graduate certificate students may not be admitted through ECA. As an alternative to the English Language Center, an applicant may become fully admitted by submitting sufficient TOEFL/Academic IELTS scores.

- **Official Transcripts and Translations**: International applicants should submit official transcripts printed in the official language of instruction of their institution. Certified English translations must accompany all transcripts except for those provided by institutions that issue documents in English.
- **Photocopy of Diploma/Degree Certification and Appropriate Translations**: Applicants who have earned a degree outside the U.S. must submit proof of graduation through a degree certificate or diploma along with all appropriate official translations.
- **A Photocopy of Current Passport**: Applicants must provide a copy of the photograph and legal name page of their passport. This is required before an I-20 can be issued by the University of Denver.
- **The Supplemental Information Form (SEVIS Supplement)**: Applicants who are not U.S. Citizens or permanent residents must complete the SEVIS form.
- **Financial Verification Form**: Applicants seeking an I-20 student visa must submit financial verification documents.

## Certificate in Healthcare Leadership with a Concentration in Healthcare Policy and Regulatory Leadership

### Certificate Requirements

#### Coursework Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
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<table>
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<tr>
<th>HC 4200</th>
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#### Elective requirements

Select three of the following: 8

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### Certificate in Healthcare Leadership with a Concentration in Managing Legal Issues in Healthcare

#### Certificate Requirements

**Coursework Requirements**

**Concentration requirements**

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**Total Credits** 24

### Certificate in Healthcare Leadership with a Concentration in Medical and Healthcare Information Technologies

#### Certificate Requirements

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**Total Credits** 24

Certificate in Healthcare Leadership with a Concentration in Strategic Leadership in Healthcare Organizations

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**Total Credits** 24

Master of Professional Studies in Healthcare Leadership with a Concentration in Healthcare Policy and Regulatory Leadership

Degree Requirements

Coursework Requirements

Core coursework requirements

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**Elective requirements** Select three of the following: 12

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HC 4110  Healthcare Innovative Strategies and Change Management
HC 4130  Organizational Behavior in Healthcare
HC 4301  Fundamentals of Healthcare Information Systems
HC 4310  Electronic Health Records Systems
HC 4315  Interconnected Healthcare: Telehealth Processes, Issues, Exchanges, Robotics
HC 4400  Legal Issues: Healthcare Providers and Facilities
HC 4410  Legal Issues: Healthcare Research, Development and Entrepreneurship
HC 4420  Legal Issues: Healthcare Delivery and Payment Systems

Total Credits  48

Students may choose from the elective options above, or they may work with their advisor to choose electives from the Related or Flexible options for their elective courses.

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Non-coursework Requirement
Capstone Project (or successful completion of Capstone Seminar)

Master of Professional Studies in Healthcare Leadership with a Concentration in Managing Legal Issues in Healthcare

Degree Requirements

Core coursework Requirements

HC 4000  Healthcare Systems and Regulatory Environments  4
HC 4010  Healthcare Leadership and Communication  4
HC 4220  Ethical Considerations in Healthcare  4
MALS 4020  Graduate Research and Writing  4
HC 4901  Capstone Project  4
or HC 4902  Capstone Seminar  4

Concentration requirements

HC 4405  Healthcare Macroeconomics  4
HC 4400  Legal Issues: Healthcare Providers and Facilities  4
HC 4410  Legal Issues: Healthcare Research, Development and Entrepreneurship  4
HC 4420  Legal Issues: Healthcare Delivery and Payment Systems  4

Elective requirements
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HC 4100  Management Principles in Healthcare Systems
HC 4110  Healthcare Innovative Strategies and Change Management
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HC 4200  Comparative Healthcare Systems
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**Non-coursework Requirement**

Capstone Project (or successful completion of Capstone Seminar)

**Master of Professional Studies in Healthcare Leadership with a Concentration in Medical and Healthcare Information Technologies**

**Degree Requirements**

**Coursework Requirements**

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**Non-coursework Requirement**
Capstone Project (or successful completion of Capstone Seminar)

**Master of Professional Studies in Healthcare Leadership with a Concentration in Strategic Leadership in Healthcare Organizations**

**Degree Requirements**

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**Non-coursework Requirement**
Capstone Project (or successful completion of Capstone Seminar)
Courses

HC 4000 Healthcare Systems and Regulatory Environments (4 Credits)
This course opens with a comprehensive overview of the functions of various types of healthcare organizations: providers, insurance companies, government agencies, and professional associations. Alternative payment and provider models are reviewed, regulatory bodies and issues are explored, and healthcare reform efforts and proposals are discussed. Supply and demand projections for personnel are examined. The work of key federal agencies (NIH, National Center for Disease Control, and Food and Drug Administration) is reviewed as well as the activity of national and international non-governmental organizations. Major national and global public health challenges are introduced.

HC 4005 Healthcare Macroeconomics (4 Credits)
This course focuses on macro analysis of the current financial state of healthcare in the United States. The interrelationships of value, quality, and price are analyzed. The importance of transparency of quality and its effect on value is articulated. Compensation and payer models are compared including the role of employer benefits, private health insurance plans, Medicare and Medicaid, and various mechanisms used to cover the costs of prescription drugs. Current issues, such as pay for performance, cost saving through prevention, cost shifting, and healthcare for the aging, are discussed.

HC 4010 Healthcare Leadership and Communication (4 Credits)
This course focuses on methods of communication within medical teams and units, across an organization, and among healthcare organizations. Techniques for communicating highly technical medical information to patients, families, and differently trained providers are examined. Foundational technical language of medicine and the basic terminology associated with common disorders and treatments, new technologies, and regulations are reviewed. Basic principles involved in leadership skills and change management are introduced.

HC 4100 Management Principles in Healthcare Systems (4 Credits)
Healthcare systems are dynamic and require constant attention to maintain relevance and competency. In this course students encounter and explore the strategic management functions required to lead and administer various types of healthcare systems. Techniques are explored for analyzing a system and moving it forward from where it is to where it needs to be.

HC 4110 Healthcare Innovative Strategies and Change Management (4 Credits)
Strategic planning for maximum use of financial resources is critical to success within a healthcare system. The starting point includes understanding all of the basic components of a strategic plan: mission, vision, strategy and tactics. A strategic plan answers the questions: Why are we here? Where are we going? How will we get there? What resources do we need? Creative and innovative thinking when considering allocation and management of resources is explored. Students learn the conceptual language and systems of strategic planning and decision making. They learn the application of these principles to provide successful change management within an organization.

HC 4130 Organizational Behavior in Healthcare (4 Credits)
Patient satisfaction, an element of healthcare management, is often a result of how well the entire healthcare system functions. Students examine successful examples of cooperation, compatibility, and dedication within the workplace and explore what contributes to a harmonious and effective healthcare environment. Interpersonal skills are discussed, as well as ethical guidelines and laws that define acceptable workplace behavior.

HC 4200 Comparative Healthcare Systems (4 Credits)
This course describes variations in healthcare delivery systems locally, nationally, and globally as they relate to policy, structure, and finance. Comparisons of systems are made relative to expenditure of resources and outcomes. Students learn about healthcare coverage, access to care, healthcare rationing, provider manpower distribution, and seeking healthcare in foreign countries (medical tourism). The discrepancy between the desirable and the practical is explored, and students are asked to outline and defend a system that they believe is both desirable and practical.

HC 4210 Healthcare Professional Standards and Quality Improvement (4 Credits)
This course examines and is structured around key recommendations in the Institute of Medicine’s Crossing the Quality Chasm. It covers the movement to health care quality in the U.S., starting with definitions of quality and a historical perspective on quality initiatives. The class reviews quality initiatives in the past 10 years, including efforts by the Institute of Medicine, Agency for Healthcare Quality and Research, Center for Medicare and Medicaid Services, various accrediting organizations (e.g. NCQA), and employer-based initiative such as HEDIS and Leapfrog. Patient safety requirements, programs and culture are examined. The class explores the challenges of and techniques for establishing and measuring the quality of health care in various organizational settings. It examines the impacts of delivery system model and health information technology on quality and service, and explores recent efforts to link quality with payment. Throughout the course, there is an emphasis on how students, as healthcare leaders, introduce and sustain an emphasis on quality in organizational settings.

HC 4220 Ethical Considerations in Healthcare (4 Credits)
Students begin to learn how to apply ethical theories and principles to draw conclusions about a variety of medical situations, and the healthcare industry. Students develop this skill by analyzing ethical dilemmas. Through the readings and papers assigned in the course as well as class discussions, it becomes apparent how ethical considerations vary depending on the perspective of the stakeholder or assessor, which is critical in making decisions with no one right answer.

HC 4225 Healthcare Public Policy and the Legislative Process (4 Credits)
This class provides students with an understanding of the political and legislative procedures that lead to healthcare policy change and reform. Students examine the influences and functions of government agencies, legislative processes and procedures and executive branch rule-making. Students objectively evaluate how policy changes occur at the federal and state levels and subsequently affect the functioning as a citizen and a professional. Class lecture focuses on the legislative path of federal law and then follows it through to the outcomes at the state level. Students explore the importance of developing relationships, communication and advocacy strategies with elected officials and various stakeholder groups that interact with the federal and state legislative processes.
HC 4230 Public Policy Implications for Healthcare (4 Credits)
Students explore the dynamism in healthcare and the continuing emergence of new trends and policy issues. The relationship between emerging issues, the ability to adapt to the issues, and the challenges inherent in change are explored. Adaptation to change as a leadership skill is an underlying theme throughout the course. Students develop expertise in analyzing issues, considering and weighing proposed policies, and in defending strategies for bringing about change.

HC 4301 Fundamentals of Healthcare Information Systems (4 Credits)
Healthcare information technology (HIT) systems can improve cost and efficiency when systems are properly evaluated and implemented. Good IT systems are also increasingly being associated with better patient outcomes. However, healthcare has lagged behind other industries in adoption of IT systems. A major challenge to healthcare professionals is understanding the major underlying technical concepts involved in the jargon-filled world of healthcare information systems. This foundational course provides a working knowledge of key HIT definitions and concepts. It is not designed to turn students into network administrators or software developers; rather, it is to equip the student to become an active and valuable participant—or even a team leader—in the evaluation, selection, implementation and ongoing operation of health information systems. Note: This course is a pre-requisite for HC 4325 except with approval by the academic director.

HC 4310 Electronic Health Records Systems (4 Credits)
Electronic health records systems - electronic medical records (EMRs), electronic health records (EHRs), and personal health records (PHRs) are all the buzz these days, yet for the past 30 years the healthcare sector has clung to paper records, manila file folders and clipboards. Technology vendors have been claiming for years that their systems are mature enough to be successfully used, yet many providers say they will retire or sell their practice before they will adopt EMR/EHR technology. Other providers, who have made the leap of faith and have implemented EMR/EHR technology, say they would never go back to paper records. Against this backdrop, this course explores in great detail the technical and controversial aspects of healthcare information technology in general and the specific factors involving evaluation and adoption of EMR systems. We explore the fundamental components of modern electronic records systems, and review their impact on both business and clinical functions, discussing barriers to adoption and how to overcome them. A class exercise is utilized to evaluate one or two EMR systems, and role-play actual evaluation in a clinic environment. Key areas of interoperability, interfaces and standards are introduced. The course is practical and thought-provoking as it emphasizes critical thinking and the synthesis of ideas from multiple sources and perspectives. Participants are challenged to develop their own viewpoints and opinions, substantiated by the published work of those who are thought leaders in the field of HIT, as well as the participants’ own experiences.

HC 4315 InterConnected Healthcare: Telehealth Processes, Issues, Exchanges, Robotics (4 Credits)
Healthcare information systems are generally viewed as disparate pieces rather than integrated systems. Limitations inside/outside of organizations inhibit the flow of patient data across care boundaries. A decrease in providers in rural settings is creating a widening gap in access to quality healthcare, particularly for certain populations and specialties. The advantages and challenges of various technologies that can impact these issues are discussed. Special focus is placed on how communication, safety and efficiency are increased while distance becomes less of a barrier. Health information exchanges are also covered, which allow patient data to be shared between and among healthcare organizations, and also support such concepts as quality reporting, disease registry and evidence based medicine.

HC 4325 Healthcare Information Technology Applications (4 Credits)
This course covers the major healthcare information technologies and topics other the electronic health records systems. There is a large focus in healthcare technology on electronic records systems. However, there are many other important systems that form the complete framework of modern connected healthcare. This course includes electronic practice management (EPM/PMS) systems, scheduling, billing, diagnostics/labs, reporting, payment interfaces and business intelligence in healthcare. Prerequisite: HC 4301, or approval by the academic director.

HC 4400 Legal Issues: Healthcare Providers and Facilities (4 Credits)
This course is a primer on the legal and compliance considerations associated with operation and administration of healthcare provider groups and facilities. Topics include the Stark and anti-kickback laws, contract law, licensure and credentialing, professional liability, staff management and professional review, HIPAA and patient privacy, safety, highlights of the Patient Protection and Affordable Care Act of 2010 (PPACA), and civil rights and non-discrimination in the private and public sector.

HC 4410 Legal Issues: Healthcare Research, Development and Entrepreneurship (4 Credits)
This course describes legal issues which impact medical research, development of pharmaceutical agents and medical devices, food safety regulation and principles of healthcare entrepreneurism and biotechnology. Topics include institutional review board, data management and security, grants, loans and capital investment as funding sources, and intellectual property.

HC 4420 Legal Issues: Healthcare Delivery and Payment Systems (4 Credits)
This course provides an understanding of the legal complexities of creating and managing delivery and payment models for healthcare services. Course content revolves around the current challenges of evolving from volume based to value based reimbursement principles. Topics include fraud and abuse and compliance systems, legal foundations of private vs. public payment systems, disparities in access and reimbursement, health information exchanges and health insurance exchanges, and review or current healthcare reform efforts in reimbursement procedures.

HC 4701 Topics in Healthcare Leadership (1-10 Credits)
This is an advanced special topics seminar course. The focus is on specialized areas of interest. Topics courses may be used as electives within the Healthcare Leadership degree and certificates, and, with advance approval from Academic Director, may substitute for core courses in the degree or certificate programs.
HC 4901 Capstone Project (4 Credits)
The Capstone Project provides students the opportunity to research a topic, problem, or issue within their field of study, and work individually with a Capstone advisor. Similar in weight to a thesis, but more flexible, this final project synthesizes and applies core concepts acquired from the program. The student selects an appropriate Capstone advisor who is knowledgeable in the field of study to work closely with and whom can guide the research project. Evaluation will be focused on the quality and professionalism of applied research and writing; critical and creative thinking; problem-solving skills; knowledge of research design, method, and implementation; and contribution to the field and topic of study. View the Capstone Guidelines for additional details. Prerequisites: A Capstone Proposal that has been approved by both the Capstone Advisor and the Academic Director, unconditional acceptance as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPA of 3.0 or better, and a B or better in MALS 4020. A final grade of B or better must be earned in this course to meet degree requirements.

HC 4902 Capstone Seminar (4 Credits)
The Capstone Seminar is a graduate seminar in which students utilize the knowledge and skills gained through the degree program to create a culminating work that critically addresses a problem or issue in the degree field of study. The student produces a paper of 7000-8000 words that presents a position on a relevant problem or issue, supports the position with professional and academic work in the field, analyzes and tests the paper position, and discusses the role of the findings within the field of study. The seminar is dependent upon collegial discussion of student research and work under the facilitation of a faculty member, and it is governed by the quality of participation and contributions of the students. The course structure, facilitated by the faculty member, guides the students through the process of independent research and writing of a capstone paper; the instructor provides intensive feedback on the capstone process and papers. Students are responsible for generating the course content through ongoing discussion of and peer feedback on the capstone process and individual papers, as well as the analysis and contextualization of focused students papers within the wider degree field of study. Students professionally and academically communicate their findings through written work and oral presentations. Students must have: unconditional acceptance as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPA of 3.0 or better, and a B or better in MALS 4020. A final grade of B or better must be earned in this course to meet degree requirements. Students must complete the Capstone Seminar in one quarter; no incomplete grades are assigned.

HC 4904 Interdisciplinary Capstone Seminar (4 Credits)
The Interdisciplinary Capstone Seminar is a graduate seminar in which students utilize the knowledge and skills gained through the degree program to create a culminating work that critically addresses a problem or issue in the degree field of study. Members of the class will include students from various UCOL programs, representing multiple topics of study. On campus offerings of this course include required online components. The student produces a paper of 7000-8000 words that presents a position on a relevant problem or issue, supports the position with professional and academic work in the field, analyzes and tests the paper position, and discusses the role of the findings within the field of study. Students professionally and academically communicate their findings through written work and oral presentations. The seminar is dependent upon active and collegial discussion and critique of student research and work under the facilitation of a faculty member, and it is governed by the quality of participation and contributions of the students. Students must have: unconditional acceptance as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPA of 3.0 or better, and a B or better in MALS 4020. A final grade of B or better must be earned in this course to meet degree requirements. Students must complete the Capstone Seminar in one quarter; no incomplete grades are assigned.

HC 4910 Research Practices and Applications (4 Credits)
This course develops competency in principles of research and measurement for use in the professional setting. As an initial course in the program of study, students learn research methods to apply to program and systems design and evaluation to achieve successful measurement of outcomes and goals. Students become critical consumers of pertinent literature to provide background and support for the choice and application of proper qualitative and quantitative research methods and data analysis for professional application. Critical thinking through comparing and contrasting cause and effect is used to build logic models. Research, design, and evaluation processes that address issues of implementation, feasibility, and sustainability are emphasized. At the conclusion of this course, students are prepared to apply and clearly communicate the practice of scientific research principles in the professional environment to ensure that the question being asked can be answered through rigorous research and the design and formative assessment of the program or system. Completion of Institutional Review Board (IRB) training via CITI Program is required as a basis for discussion of research ethics and IRB procedures. Competencies gained in this course, including practices of inquiry, self-analysis, and evaluation, are applied and integrated throughout the course of study and demonstrated in the culminating capstone work of the master’s degree.

HC 4980 Internship (1-10 Credits)
The Healthcare Internship is designed to offer students a purposeful experience in a practical, industry related setting. The internship is an individualized learning experience. A training plan is created for each student in conjunction with the internship site supervisor to provide experiences related to the skills and knowledge covered in the certificate and master’s programs as well as professional goals. Students are responsible for finding their own internship site and proposing their internship ideas. University College will send notification to all Healthcare students if they hear of internship possibilities. Students may also work through the DU career center, to explore opportunities for internship experiences.

HC 4991 Independent Study (1-8 Credits)
This is an advanced course for students wishing to pursue an independent course of study. The student must be accepted in a degree program, have earned a grade point average of 3.0 or better, obtained the approval of the department director, and have completed the Independent Study form and filed the form with all appropriate offices before registering for the independent study. Independent Study is offered only on a for-credit basis.

HC 4992 Directed Study (1-8 Credits)
This is an advanced course for students wishing to pursue a directed course of study. The student must be accepted in a degree program, have earned a grade point average of 3.0 or better, obtained the approval of the department director, and have completed the Directed Study form and filed the form with all appropriate offices before registering for the directed study. Directed Study is offered only on a for-credit basis.
Certificate in Information and Communications Technology with a concentration in Database Design and Administration

The graduate certificate in Database Design and Administration concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults who are current or aspiring database designers and administrators. Expand your skillset to include designing, administering, fine-tuning, and maintaining databases with a graduate certificate in database design and administration concentration. Expert instructors who work in the field they teach provide excellent insight to what is needed to work efficiently and effectively in this sector of IT.

Become a leader in database design, development, and administration while you expand your skillset to include data modeling, data warehousing, performance tuning, programming, and building and maintaining client/server databases. The combination of required and elective courses in the graduate certificate program covers key DBS technologies such as SQL Server, Oracle PL/SQL, Transact-SQL programming, and NoSQL databases. This extensive content delivered in a hands-on manner provides both the knowledge and the specific skills needed to put the student on the path to earn key industry certifications for vendor database platforms. Credits earned through this graduate certificate may apply toward a master's degree in Information and Communications Technology.

Information and Communications Technology Outcomes

This program prepares students to:

- Assess current and emerging technologies in such areas as mobile applications, wireless networks, and cloud computing
- Define an enterprise architecture including hardware, software, databases, and communications networks and protocols
- Evaluate, select, and apply software design and development methodologies that incorporate software development, acquisition, and/or re-use
- Identify the operational and economic impact of system architecture and software applications in areas such as computer processing, data communications, network design, and software maintenance and support
- Apply best project management practices
- Apply good design processes and methods to develop production-quality systems
- Plan and evaluate, select, and apply appropriate systems and software quality assurance methods and tools
- Lead and coach others in the development of systems and software components
- Communicate effectively with technical peers, management, customers, and end-users
- Identify best practices in information assurance

Certificate in Information and Communications Technology with a concentration in Information Systems Security

The graduate certificate Information Systems Security concentration offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. A graduate certificate in Information Systems Security from University College—a designated Center of Academic Excellence in Information Assurance Education—combines technology, management, and business skills to prepare graduates for an exciting, high-demand career in IT security.

Certificate classes at University College use innovative lab experiences to provide hands-on expertise with industry-current security tools. Students also garner career-relevant knowledge on related IT subjects to better relate the challenges of the rapidly evolving world of cyber security and cyber threats to other key trends in the ICT industry. To ensure up-to-the-minute knowledge and skills, the curriculum was designed around the Common Body of Knowledge for CISSP certification developed by the International Information Systems Security Certifications Consortium (ISC)². In addition, the program was developed in collaboration with the Colorado Springs and Denver chapters of the Information Security Systems Association (ISSA), and the courses have been mapped to the Committee on National Security Systems (CNSS) standards. The University of Denver has been designated by NSA/DHS as a Center of Academic Excellence in Information Assurance Education. Credits earned through this graduate certificate may apply toward a master's degree in Information and Communications Technology.

This certificate prepares students to:

- Develop and implement security policies and procedures
- Design secure applications
Information and Communications Technology Outcomes

This program prepares students to:

- Implement access controls
- Establish secure operations
- Control physical security
- Use encryption
- Secure networks
- Plan for business continuity
- Investigate incidents and handle legal issues
- Determine Return on Security Investment (ROSI)

Certificate in Information and Communications Technology with a concentration in Mobile Application Development

The graduate certificate in Mobile Application Development concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Current software and web developers need to update their mobile app design skills to meet the growing demand in the marketplace, and a graduate certificate will help expand skills and provide credentials needed to be competitive in the field. Students in the mobile application concentration will learn best practices in browser-based and packaged apps, 3rd party native extensions, distribution to app stores, and cross-platform application development. Certificate students will also acquire specialized developer knowledge and the technical skillset needed to succeed as professional mobile app designers and developers.

Certificate students will be able to expand their technical skills in JavaScript, learn about next gen wireless networks, learn PHP, or brush up on knowledge of Flash. Students at University College gain a strategic business perspective and problem-solving skills that will help them thrive in any organization. In the rapidly evolving, converged world of ICT, it is vital to grasp the diverse industry fundamentals, while also gaining an insider's perspective regarding specific areas of ICT such as mobile application design and application development. Credits earned through this graduate certificate may apply toward a master's degree in Information and Communications Technology.

Information and Communications Technology Outcomes

This program prepares students to:

- Assess current and emerging technologies in such areas as mobile applications, wireless networks, and cloud computing
- Define an enterprise architecture including hardware, software, databases, and communications networks and protocols
- Evaluate, select, and apply software design and development methodologies that incorporate software development, acquisition, and/or re-use
- Identify the operational and economic impact of system architecture and software applications in areas such as computer processing, data communications, network design, and software maintenance and support
- Apply best project management practices
- Apply good design processes and methods to develop production-quality systems
- Plan and evaluate, select, and apply appropriate systems and software quality assurance methods and tools
- Lead and coach others in the development of systems and software components
- Communicate effectively with technical peers, management, customers, and end-users
- Identify best practices in information assurance
Certificate in Information and Communications Technology with a concentration in Project Management

The graduate certificate in Project Management concentration through the Information and Communications Technology program is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Combine information and communication technology skills with a project management and business background and become a proficient leader within the IT field. Receive hands-on, practical instruction from professional practitioners who work in the fields they teach on the tools and techniques of effective IT project management. Learn how to develop a clear plan that places a project in the context of an organization’s strategic plan, while considering the implications information and communication technologies present in any given project.

The Project Management concentration students will gain a firm grasp on converging information and communication technologies and learn to understand the fundamentals of each sector. Recognizing how each IT subject connects to one another, from information security systems to geographic information systems, will give students the competitive edge needed in this dynamic industry. The content for this graduate certificate has been developed to parallel the Project Management Institute’s (PMI®) “Project Management Body of Knowledge” (PMBOK® Guide) and the unique curriculum prepares students to succeed on the PMI® Project Management Professional (PMP®) Certification Exam. Credits earned through this graduate certificate may apply toward a master’s degree in the Information and Communications Technology program.

This certificate prepares students to:

• Understand the basic principles of IT project management and become proficient in the use of project management software
• Be prepared to deal with the legal ramifications of running a complex project
• Develop a comprehensive risk management plan for a project
• Manage the complexity inherent in IT large-scale projects
• Develop an IT project management plan that clearly places a project in the context of an organization’s strategic plan
• Prepare to pass the PMI® Project Management Professional (PMP®) Certification Exam

Information and Communications Technology Outcomes

This program prepares students to:

• Assess current and emerging technologies in such areas as mobile applications, wireless networks, and cloud computing
• Define an enterprise architecture including hardware, software, databases, and communications networks and protocols
• Evaluate, select, and apply software design and development methodologies that incorporate software development, acquisition, and/or re-use
• Identify the operational and economic impact of system architecture and software applications in areas such as computer processing, data communications, network design, and software maintenance and support
• Apply best project management practices
• Apply good design processes and methods to develop production-quality systems
• Plan and evaluate, select, and apply appropriate systems and software quality assurance methods and tools
• Lead and coach others in the development of systems and software components
• Communicate effectively with technical peers, management, customers, and end-users
• Identify best practices in information assurance

Certificate in Information and Communications Technology with a concentration in Software Design and Programming

The graduate certificate Software Design and Programming concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Expand your skillset to include software design and programming principles, while developing the in-depth knowledge needed to succeed in the field with a Software Design and Programming certificate. Current or aspiring programmers will practice OO methods and programming, with a focus on modern web-based, client-server applications and systems.

Certificate students learn how to develop quality software programs and applications, apply Software Quality Assurance practices, use software management processes such as the Unified Software Development Process, and code in languages such as C#, Java, Python, and PHP. Expert instructors guide software certificate students to identify and overcome the challenges presented by designing and programming software with various languages and development tools. A comprehensive perspective is also provided at University College, conveying how other technology domains such as application security and database design, affect software programming. Credits earned through this graduate certificate may apply toward a master’s degree in the Information and Communications Technology program.

Information and Communications Technology Outcomes

This program prepares students to:
• Assess current and emerging technologies in such areas as mobile applications, wireless networks, and cloud computing
• Define an enterprise architecture including hardware, software, databases, and communications networks and protocols
• Evaluate, select, and apply software design and development methodologies that incorporate software development, acquisition, and/or re-use
• Identify the operational and economic impact of system architecture and software applications in areas such as computer processing, data communications, network design, and software maintenance and support
• Apply best project management practices
• Apply good design processes and methods to develop production-quality systems
• Plan and evaluate, select, and apply appropriate systems and software quality assurance methods and tools
• Lead and coach others in the development of systems and software components
• Communicate effectively with technical peers, management, customers, and end-users
• Identify best practices in information assurance

Certificate in Information and Communications Technology with a concentration in Technology Management

The graduate certificate in Technology Management concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Learn how the convergence of business and technology impacts the strategic and operational objectives. Certificate students will gain the right technical skills, combined with a strategic perspective regarding critical business needs, as they are prepared to meet current industry demands, and positioned to meet the demands of tomorrow.

The Technology Management concentration allows students to become proficient in creating, managing, and using technology to accomplish strategic organizational goals as they expand and strengthen their knowledge and skills in creative thinking, strategic and tactical decision making, and global awareness. This applied Technology Management certificate offers professionals an opportunity to receive applied instruction from professional practitioners who bring deep expertise in business management strategies and their technological implications. Credits earned through this graduate certificate may apply toward a master's degree in the Information and Communications Technology program.

This certificate prepares students to:
• Understand the breadth and scope of the ICT industry and ICT technologies
• Analyze the trends that are transforming the industry
• Recognize how convergence is shaping future opportunities
• Develop the business skills needed to manage technical organizations
• Expand your knowledge of the global competition for markets and technical resources
• Convert the strategic application of technology into competitive advantage
• Foster innovation in your company, in your products, and in your career
• Apply the decision making and leadership skills you learn today to your job tomorrow

Information and Communications Technology Outcomes

This program prepares students to:
• Assess current and emerging technologies in such areas as mobile applications, wireless networks, and cloud computing
• Define an enterprise architecture including hardware, software, databases, and communications networks and protocols
• Evaluate, select, and apply software design and development methodologies that incorporate software development, acquisition, and/or re-use
• Identify the operational and economic impact of system architecture and software applications in areas such as computer processing, data communications, network design, and software maintenance and support
• Apply best project management practices
• Apply good design processes and methods to develop production-quality systems
• Plan and evaluate, select, and apply appropriate systems and software quality assurance methods and tools
• Lead and coach others in the development of systems and software components
• Communicate effectively with technical peers, management, customers, and end-users
• Identify best practices in information assurance

Certificate in Information and Communications Technology with a concentration in Telecommunications Technology

The graduate certificate Telecommunications Technology concentration is offered online to meet the needs of busy adults. The Telecommunications Technology concentration provides practical telecommunications instruction, including evaluating emerging telecommunications technologies, wireless networks and services, and the convergence of voice, data, and multimedia services on the global IP network. Certificate students will learn how to
assess and analyze telecommunications technologies, plus gain vital skills necessary to design, develop, and implement telecommunications systems such as wireless networks. The dominant wireless telecom technologies and protocols are presented, including OFDM, MIMO, mobile IP, WIMAX, LTE, and WPANs.

In addition to IT fundamentals, students will also develop essential strategic business and problem-solving skills that will help them thrive in any organization by creating effective alliances throughout the technology sector. Credits earned through this graduate certificate may apply toward a master’s degree in the Information and Communications Technology program.

This graduate certificate prepares students to:

- Become proficient in the technical specifications of multiple telecommunications technologies
- Evaluate alternative technologies for the fulfillment of communications needs
- Assess current and emerging telecommunications technologies
- Prepare for a future in which telecommunications, data transfer, and digital entertainment converge
- Plan and evaluate the effectiveness of an enterprise network

Information and Communications Technology Outcomes

This program prepares students to:

- Assess current and emerging technologies in such areas as mobile applications, wireless networks, and cloud computing
- Define an enterprise architecture including hardware, software, databases, and communications networks and protocols
- Evaluate, select, and apply software design and development methodologies that incorporate software development, acquisition, and/or re-use
- Identify the operational and economic impact of system architecture and software applications in areas such as computer processing, data communications, network design, and software maintenance and support
- Apply best project management practices
- Apply good design processes and methods to develop production-quality systems
- Plan and evaluate, select, and apply appropriate systems and software quality assurance methods and tools
- Lead and coach others in the development of systems and software components
- Communicate effectively with technical peers, management, customers, and end-users
- Identify best practices in information assurance

Certificate in Information and Communications Technology with a concentration in Web Design and Development

The Web Design and Development graduate certificate is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Move beyond first generation HTML-based Web pages and learn to create interactive, state-of-the-art, Web-based applications that support the demands of contemporary business processes by pursuing a web design certificate. The certificate program provides an in-depth knowledge of web design and web development through hands-on instruction. Students will gain the competitive advantage needed to meet current industry demands, as well as the foundations to meet the demands of tomorrow by expanding their IT skillset with a certificate.

Students will use a variety of essential software tools employed in professional web development projects, such as Flash, AJAX, and Ruby on Rails. The real-world development scenarios, coupled with the hands-on learning experience provided by professional practitioners who work in the fields they teach, result in a highly career-relevant, innovative degree in web design and development. Web design and development will be put in the context of subjects such as information systems security, software and database design, and telecommunications and students will learn how their work is impacted by these different sectors. Credits earned through this graduate certificate may apply toward a master’s degree in the Information and Communications Technology program.

Information and Communications Technology Outcomes

This program prepares students to:

- Assess current and emerging technologies in such areas as mobile applications, wireless networks, and cloud computing
- Define an enterprise architecture including hardware, software, databases, and communications networks and protocols
- Evaluate, select, and apply software design and development methodologies that incorporate software development, acquisition, and/or re-use
- Identify the operational and economic impact of system architecture and software applications in areas such as computer processing, data communications, network design, and software maintenance and support
- Apply best project management practices
- Apply good design processes and methods to develop production-quality systems
- Plan and evaluate, select, and apply appropriate systems and software quality assurance methods and tools
- Lead and coach others in the development of systems and software components
• Communicate effectively with technical peers, management, customers, and end-users
• Identify best practices in information assurance

Master of Applied Science in Information and Communications Technology with a concentration in Database Design and Administration

The Database Design and Administration master's degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults who are current or aspiring database designers and administrators. Learn how to design, administer, fine-tune, and maintain databases with a database administration degree, plus develop business acumen that will help you excel in IT. Master's degree students learn from expert instructors who work in the field they teach, providing cutting-edge insight to what is needed to work efficiently and effectively in this sector of IT.

The combination of required and elective courses in the master's degree program covers key DBS technologies such as SQL Server, Oracle PL/SQL, Transact-SQL programming, and NoSQL databases. This extensive content delivered in a hands-on manner provides both the knowledge and the specific skills needed to put the student on the path to earn key industry certifications for vendor database platforms. Customize your Information and Communications Technology master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

Information and Communications Technology Outcomes

This program prepares students to:
• Assess current and emerging technologies in such areas as mobile applications, wireless networks, and cloud computing
• Define an enterprise architecture including hardware, software, databases, and communications networks and protocols
• Evaluate, select, and apply software design and development methodologies that incorporate software development, acquisition, and/or re-use
• Identify the operational and economic impact of system architecture and software applications in areas such as computer processing, data communications, network design, and software maintenance and support
• Apply best project management practices
• Apply good design processes and methods to develop production-quality systems
• Plan and evaluate, select, and apply appropriate systems and software quality assurance methods and tools
• Lead and coach others in the development of systems and software components
• Communicate effectively with technical peers, management, customers, and end-users
• Identify best practices in information assurance

Master of Applied Science in Information and Communications Technology with a concentration in Geographic Information Systems

The Geographic Information Systems (GIS) master's degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. GIS training prepares students to apply geographic information systems technology to solve real-world problems, whether determining the best location for a new store, analyzing environmental damage, or detecting crime patterns in a city. GIS solutions provide the capability to store, retrieve, and analyze spatial information by combining layers of data to yield valuable understanding of a locale.

As a current or aspiring GIS professional, you will receive applied instruction from professional practitioners who work in the fields they teach as you learn to plan, implement, and execute a GIS project through remote sensing, internet mapping, or digital image processing. Also, you will develop a valuable business background with creative, solution-oriented techniques through this versatile program, which emphasizes applied education that will propel your GIS career forward. Students will explore GIS fundamentals at a very hands-on, practical level necessary to succeed in the field of GIS. Customize your Information and Communications Technology master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to:
• Understand the nature of geographic data
• Recognize appropriate applications of GIS technology to solve spatial problems
• Be able to apply GIS technology to solve real-world problems
• Be able to plan, implement, and execute a GIS project

Information and Communications Technology Outcomes

This program prepares students to:
• Assess current and emerging technologies in such areas as mobile applications, wireless networks, and cloud computing
• Define an enterprise architecture including hardware, software, databases, and communications networks and protocols
• Evaluate, select, and apply software design and development methodologies that incorporate software development, acquisition, and/or re-use
• Identify the operational and economic impact of system architecture and software applications in areas such as computer processing, data communications, network design, and software maintenance and support
• Apply best project management practices
• Apply good design processes and methods to develop production-quality systems
• Plan and evaluate, select, and apply appropriate systems and software quality assurance methods and tools
• Lead and coach others in the development of systems and software components
• Communicate effectively with technical peers, management, customers, and end-users
• Identify best practices in information assurance

Master of Applied Science in Information and Communications Technology with a concentration in Information Systems Security

The Information Systems Security master's degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. A master's degree concentration in Information Systems Security from University College—a designated Center of Academic Excellence in Information Assurance Education—combines technology, management, and business skills to prepare graduates for an exciting, high-demand career in IT security.

Master's degree students receive applied instruction as they learn to navigate real-world security challenges, such as setting up a secure network, securing servers, and problem solving hypothetical security situations. Students also garner career-relevant knowledge on related IT subjects to better relate the challenges of the rapidly evolving world of cyber security and cyber threats to other key trends in the ICT industry. To ensure up-to-the-minute knowledge and skills, the curriculum was designed around the Common Body of Knowledge for CISSP certification developed by the International Information Systems Security Certifications Consortium (ISC)². In addition, the program was developed in collaboration with the Colorado Springs and Denver chapters of the Information Security Systems Association (ISSA), and the courses have been mapped to the Committee on National Security Systems (CNSS) standards. The University of Denver has been designated by NSA/DHS as a Center of Academic Excellence in Information Assurance Education.

Customize your Information and Communications Technology master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to:
• Develop and implement security policies and procedures
• Design secure applications
• Implement access controls
• Establish secure operations
• Control physical security
• Use encryption
• Secure networks
• Plan for business continuity

Information and Communications Technology Outcomes

This program prepares students to:
• Assess current and emerging technologies in such areas as mobile applications, wireless networks, and cloud computing
• Define an enterprise architecture including hardware, software, databases, and communications networks and protocols
• Evaluate, select, and apply software design and development methodologies that incorporate software development, acquisition, and/or re-use
• Identify the operational and economic impact of system architecture and software applications in areas such as computer processing, data communications, network design, and software maintenance and support
• Apply best project management practices
• Apply good design processes and methods to develop production-quality systems
• Plan and evaluate, select, and apply appropriate systems and software quality assurance methods and tools
• Lead and coach others in the development of systems and software components
• Communicate effectively with technical peers, management, customers, and end-users
• Identify best practices in information assurance
Master of Applied Science in Information and Communications Technology with a concentration in Mobile Application Development

The Mobile Application Development master's degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. With mobile application development on the rise, current software and web developers need to update their mobile app design skills to meet the growing demand in the marketplace. In this master's degree program, students will learn best practices in browser-based and packaged apps, 3rd party native extensions, distribution to app stores, and cross-platform application development. Degree seekers will acquire specialized developer knowledge and the technical skillset needed to succeed as professional mobile app designers and developers.

In addition to the native and web standards-based application development techniques, you'll also have the option to customize your program based on your career needs. For example, students can expand their technical skills in JavaScript, learn about next gen wireless networks, learn PHP, or brush up on your knowledge of Flash. The master's degree in Mobile Application Development provides a high level of applied knowledge pertaining to mobile app design and development that will help launch a career as a mobile app developer, or elevate your current position. Customize your Information and Communications Technology master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

Information and Communications Technology Outcomes

This program prepares students to:

• Assess current and emerging technologies in such areas as mobile applications, wireless networks, and cloud computing
• Define an enterprise architecture including hardware, software, databases, and communications networks and protocols
• Evaluate, select, and apply software design and development methodologies that incorporate software development, acquisition, and/or re-use
• Identify the operational and economic impact of system architecture and software applications in areas such as computer processing, data communications, network design, and software maintenance and support
• Apply best project management practices
• Apply good design processes and methods to develop production-quality systems
• Plan and evaluate, select, and apply appropriate systems and software quality assurance methods and tools
• Lead and coach others in the development of systems and software components
• Communicate effectively with technical peers, management, customers, and end-users
• Identify best practices in information assurance

Master of Applied Science in Information and Communications Technology with a concentration in Project Management

The Project Management master's degree specialty through the Information and Communications Technology program is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Combine information and communication technology skills with a project management and business background and become a proficient leader within the IT field. Receive hands-on, practical instruction from professional practitioners who work in the fields they teach on the tools and techniques of effective project management. Learn how to develop a clear plan that places a project in the context of an organization's strategic plan, while considering the implications information and communication technologies present in any given project.

Graduates of the Project Management program will gain a firm grasp on converging information and communication technologies and learn to understand the fundamentals of each sector. Recognizing how each IT subject connects to one another, from information security systems to geographic information systems, will give students the competitive edge needed in this dynamic industry. The content for this concentration has been developed to parallel the Project Management Institute's (PMI®) "Project Management Body of Knowledge" (PMBOK® Guide) and the unique curriculum prepares students to succeed on the PMI® Project Management Professional (PMP) Certification Exam. Customize your Information and Communications Technology master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to:

• Understand the basic principles of project management and become proficient in the use of project management software
• Be prepared to deal with the legal ramifications of running a complex project
• Develop a comprehensive risk management plan for a project
• Manage the complexity inherent in large-scale projects

Information and Communications Technology Outcomes

This program prepares students to:
• Assess current and emerging technologies in such areas as mobile applications, wireless networks, and cloud computing
• Define an enterprise architecture including hardware, software, databases, and communications networks and protocols
• Evaluate, select, and apply software design and development methodologies that incorporate software development, acquisition, and/or re-use
• Identify the operational and economic impact of system architecture and software applications in areas such as computer processing, data communications, network design, and software maintenance and support
• Apply best project management practices
• Apply good design processes and methods to develop production-quality systems
• Plan and evaluate, select, and apply appropriate systems and software quality assurance methods and tools
• Lead and coach others in the development of systems and software components
• Communicate effectively with technical peers, management, customers, and end-users
• Identify best practices in information assurance

Master of Applied Science in Information and Communications Technology with a concentration in Software Design and Programming

The Software Design and Programming master's degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Expand your knowledge of software design and programming principles, while developing the in-depth skills needed to succeed in the field with a Software Design and Programming master's degree. Current or aspiring programmers will practice OO methods and programming, with a focus on modern web-based, client-server applications and systems. You will also select from a variety of elective courses that best meet your specific career needs.

Degree seekers learn how to develop quality software programs and applications, apply Software Quality Assurance practices, use software management processes such as the Unified Software Development Process, and code in languages such as C#, Java, Python, and PHP. Skills are applied in hands-on assignments, with expert instructors guiding software degree students to identify and overcome the challenges presented by designing and programming software with various languages and development tools. Customize your Information and Communications Technology master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

Information and Communications Technology Outcomes

This program prepares students to:

• Assess current and emerging technologies in such areas as mobile applications, wireless networks, and cloud computing
• Define an enterprise architecture including hardware, software, databases, and communications networks and protocols
• Evaluate, select, and apply software design and development methodologies that incorporate software development, acquisition, and/or re-use
• Identify the operational and economic impact of system architecture and software applications in areas such as computer processing, data communications, network design, and software maintenance and support
• Apply best project management practices
• Apply good design processes and methods to develop production-quality systems
• Plan and evaluate, select, and apply appropriate systems and software quality assurance methods and tools
• Lead and coach others in the development of systems and software components
• Communicate effectively with technical peers, management, customers, and end-users
• Identify best practices in information assurance

Master of Applied Science in Information and Communications Technology with a concentration in Technology Management

The Technology Management master's degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. The Technology Management degree concentration represents the convergence of business and technology and emphasizes the impact technology can have on strategic and operational objectives when applied through sound business management practices. With the right technical skills, combined with a strategic perspective regarding critical business needs, you’ll be prepared to meet current industry demands, and positioned to meet the demands of tomorrow.

Graduates with a Technology Management master's degree concentration or graduate certificate become proficient in creating, managing, and using technology to accomplish strategic organizational goals as they expand and strengthen their knowledge and skills in creative thinking, strategic and tactical decision making, and global awareness. In addition to the practical education received online or on campus, Technology Management master's degree students will also receive a broader understanding of how related IT sectors impact their technology management roles. Customize your Information and Communications Technology master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.
This degree prepares students to:

• Understand the breadth and scope of the ICT industry and ICT technologies
• Analyze the trends that are transforming the industry
• Recognize how convergence is shaping future opportunities
• Develop the business skills needed to manage technical organizations
• Expand your knowledge of the global competition for markets and technical resources
• Convert the strategic application of technology into competitive advantage
• Foster innovation in your company, in your products, and in your career
• Apply the decision making and leadership skills you learn today to your job tomorrow

Information and Communications Technology Outcomes

This program prepares students to:

• Assess current and emerging technologies in such areas as mobile applications, wireless networks, and cloud computing
• Define an enterprise architecture including hardware, software, databases, and communications networks and protocols
• Evaluate, select, and apply software design and development methodologies that incorporate software development, acquisition, and/or re-use
• Identify the operational and economic impact of system architecture and software applications in areas such as computer processing, data communications, network design, and software maintenance and support
• Apply best project management practices
• Apply good design processes and methods to develop production-quality systems
• Plan and evaluate, select, and apply appropriate systems and software quality assurance methods and tools
• Lead and coach others in the development of systems and software components
• Communicate effectively with technical peers, management, customers, and end-users
• Identify best practices in information assurance

Master of Applied Science in Information and Communications Technology with a concentration in Telecommunications Technology

The Telecommunications Technology master's degree concentration is offered online to meet the needs of busy adults. Become a proficient, technical leader within the information and communications technology field through a Telecommunications Technology master's degree concentration. Learn how to evaluate emerging telecommunications technologies, wireless networks and services, and the convergence of voice, data, and multimedia services on the global IP network.

Students will learn how to assess and analyze telecommunications technologies, plus gain vital skills necessary to design, develop, and implement telecommunications systems such as wireless networks. The program emphasizes the challenges and approaches to deal with the immense wireless data traffic explosion from devices such as the iPhone, iPad, Android smartphones and connected laptops, as well as broadband services like VOIP and mobile video. Customize your Information and Communications Technology master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to:

• Become proficient in the technical specifications of multiple telecommunications technologies
• Evaluate alternative technologies for the fulfillment of communications needs
• Assess current and emerging telecommunications technologies
• Prepare for a future in which telecommunications, data transfer, and digital entertainment converge
• Plan and evaluate the effectiveness of an enterprise network

Information and Communications Technology Outcomes

This program prepares students to:

• Assess current and emerging technologies in such areas as mobile applications, wireless networks, and cloud computing
• Define an enterprise architecture including hardware, software, databases, and communications networks and protocols
• Evaluate, select, and apply software design and development methodologies that incorporate software development, acquisition, and/or re-use
• Identify the operational and economic impact of system architecture and software applications in areas such as computer processing, data communications, network design, and software maintenance and support
• Apply best project management practices
• Apply good design processes and methods to develop production-quality systems
• Plan and evaluate, select, and apply appropriate systems and software quality assurance methods and tools
• Lead and coach others in the development of systems and software components
• Communicate effectively with technical peers, management, customers, and end-users
• Identify best practices in information assurance

Master of Applied Science in Information and Communications Technology with a concentration in Web Design and Development

The Web Design and Development master’s degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. The program provides an in-depth knowledge of web design and web development through hands-on instruction. Move beyond first generation HTML-based Web pages and learn to create interactive, state-of-the-art, Web-based applications that support the demands of contemporary e-business processes by pursuing a web design degree. Students will use a variety of essential software tools employed in professional web development projects, such as Flash, AJAX, and Ruby on Rails. The real-world development scenarios, coupled with the hands-on learning experience provided by professional practitioners who work in the fields they teach, result in a highly career-relevant, innovative degree in web design and development.

In addition to IT fundamentals, students will also develop essential business and problem-solving skills that will help them thrive in any organization. In an increasingly technological world, it is vital to understand the fundamentals of other fields of IT study, and how each converges with your web design and web development degree. Customize your Information and Communications Technology master’s degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

Information and Communications Technology Outcomes

This program prepares students to:

• Assess current and emerging technologies in such areas as mobile applications, wireless networks, and cloud computing
• Define an enterprise architecture including hardware, software, databases, and communications networks and protocols
• Evaluate, select, and apply software design and development methodologies that incorporate software development, acquisition, and/or re-use
• Identify the operational and economic impact of system architecture and software applications in areas such as computer processing, data communications, network design, and software maintenance and support
• Apply best project management practices
• Apply good design processes and methods to develop production-quality systems
• Plan and evaluate, select, and apply appropriate systems and software quality assurance methods and tools
• Lead and coach others in the development of systems and software components
• Communicate effectively with technical peers, management, customers, and end-users
• Identify best practices in information assurance

MASTER’S DEGREE ADMISSION

Admission Criteria

A regionally accredited baccalaureate degree is required for admission. Applicants must have a minimum grade point average (GPA) of 3.0 on a 4.0 scale (or equivalent) in their undergraduate work from a regionally accredited degree-granting institution for full admission. Applicants whom University College believes may successfully engage in graduate work, but who have not met the previously stated GPA requirement, may be admitted to a degree program on a provisional basis. The GMAT and GRE are NOT required.

Admission Process

Master’s degree applications are reviewed for admission on a quarterly basis. Applications and all supplemental materials must be submitted online; with the exception of transcripts, which must be received by the stated application deadline (requests for accommodation may be granted). Applicants will be notified of a decision via email and standard mail approximately two weeks following the application deadline. Detailed application information and application deadlines are located on the University College website (http://universitycollege.du.edu/answers/admission/masters.cfm).

• Application: Applicants must complete the application online (http://myweb.du.edu).
• Application Fee: A $75 non-refundable application fee is required for an application to be processed.
• One Official Transcript from each Post-Secondary Institution: Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where 2 quarter hours (or one semester hour) or more were completed. This includes transcripts for credit earned as transfer work and study abroad.
• Two Letters of Recommendation: Two confidential letters of recommendation are required.
INTERNATIONAL ADMISSION

International applicants must comply with all requirements set forth for domestic applicants and supplement their application with additional documentation. International applicant information, including admission deadlines and the International Applicant Checklist, is available on the University College website (http://universitycollege.du.edu/answers/admission/international.cfm).

Admitted international applicants whose native language is not English are required to attend University College’s International Preparation Week (http://universitycollege.du.edu/answers/admission/international.cfm) prior to attending courses at University College.

University College will consider graduate applicants who have earned three-year baccalaureate degrees from 15-year education systems. The school from which the applicant has earned the degree must be a formally recognized or regionally accredited institution of higher learning, as determined by the University Of Denver Office Of International Student Admission. Admission policy and procedures for applicants holding three-year baccalaureate degrees is the same as for other international applicants with one exception: applicants with a three-year degree are not eligible for English Conditional Admission. Priority consideration will be given to those with a minimum of three year’s work experience.
Additional Admission Requirements for International Applicants

- **English Proficiency:** All internationally educated applicants whose native language is not English are required to submit proof of English Language Proficiency regardless of citizenship and/or U.S. residency.

1. **TOEFL:** A minimum score of 550 (paper based), 213 (computer based), or 80 (Internet based) is required for admission consideration. Generally, applicants should achieve at least 20 in all TOEFL subscores on the internet-based exam. TOEFL score reports older than two years from the date of application are not acceptable for admission consideration.

2. **Academic IELTS:** A score of 6.5 or higher is required to be considered for admission. Each individual band score must be 6.0 or higher. IELTS score reports older than two years from the date of application are not acceptable for admission consideration.

3. **Possible Exemptions:** International applicants may be exempt from the TOEFL/Academic IELTS requirement if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the entire language of instruction and examination is in English.

4. **English Conditional (Admission?) (ECA):** Master's degree applicants who do not meet the required level of English proficiency may be considered for conditional acceptance if all other admission criteria are met. Prior to enrolling in any graduate-level coursework, ECA requires an evaluation by the University of Denver's English Language Center (ELC) and successful completion of intensive ELC English courses including the Graduate Preparation Program. Academic classes may not be taken while students are enrolled at the English Language Center. Graduate certificate students may not be admitted through ECA. As an alternative to the English Language Center, an applicant may become fully admitted by submitting sufficient TOEFL/Academic IELTS scores.

- **Official Transcripts and Translations:** International applicants should submit official transcripts printed in the official language of instruction of their institution. Certified English translations must accompany all transcripts except for those provided by institutions that issue documents in English.

- **Photocopy of Diploma/Degree Certification and Appropriate Translations:** Applicants who have earned a degree outside the U.S. must submit proof of graduation through a degree certificate or diploma along with all appropriate official translations.

- **A Photocopy of Current Passport:** Applicants must provide a copy of the photograph and legal name page of their passport. This is required before an I-20 can be issued by the University of Denver.

- **The Supplemental Information Form (SEVIS Supplement):** Applicants who are not U.S. Citizens or permanent residents must complete the SEVIS form.

- **Financial Verification Form:** Applicants seeking an I-20 student visa must submit financial verification documents.

Certificate in Information and Communications Technology with a Concentration in Database Design and Administration

**Certificate Requirements**

**Coursework Requirements**

<table>
<thead>
<tr>
<th>Concentration requirements</th>
<th></th>
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<tbody>
<tr>
<td>ICT 4300</td>
<td>Web Enabled Information Systems</td>
<td>4</td>
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<tr>
<td>ICT 4405</td>
<td>Database Design &amp; Programming</td>
<td>4</td>
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<tr>
<td>ICT 4410</td>
<td>Data Warehousing Design</td>
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<td>ICT 4415</td>
<td>Database Backup and Recovery with Lab</td>
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**Elective requirements**

- Select two of the following: 8

| ICT 4000                   | ICT Business Foundations       |  |  |  |  |
| ICT 4005                   | ICT Technical Foundations      |  |  |  |  |
| MALS 4020                  | Graduate Research and Writing  |  |  |  |  |
| ICT 4100                   | Principles of Project Management |  |  |  |  |
| ICT 4451                   | Database Programming: Oracle PL/SQL |  |  |  |  |
| ICT 4461                   | SQL Server with Lab            |  |  |  |  |
| ICT 4462                   | Transact - SQL Programming     |  |  |  |  |
| ICT 4485                   | NoSQL Databases                |  |  |  |  |
| ICT 4505                   | Website Design and Management  |  |  |  |  |
| ICT 4540                   | XML and Data in Application Development |  |  |  |  |
| ICT 4605                   | IS Security Principles         |  |  |  |  |
| ICT 4680                   | Principles of Cryptography     |  |  |  |  |
| ICT 4695                   | Application Security           |  |  |  |  |

Total Credits 24
Certificate in Information and Communications Technology with a Concentration in Information Systems Security

Certificate Requirements

Coursework Requirements

Concentration requirements

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<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<td>ICT 4300</td>
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<tr>
<td>ICT 4605</td>
<td>IS Security Principles</td>
<td>4</td>
</tr>
<tr>
<td>ICT 4615</td>
<td>Computer and Physical Security</td>
<td>4</td>
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<tr>
<td>ICT 4845</td>
<td>Network Security with Lab</td>
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Elective requirements

Select two of the following: 8

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<th>Course Title</th>
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<tbody>
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<tr>
<td>ICT 4005</td>
<td>ICT Technical Foundations</td>
</tr>
<tr>
<td>MALS 4020</td>
<td>Graduate Research and Writing</td>
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<tr>
<td>ICT 4100</td>
<td>Principles of Project Management</td>
</tr>
<tr>
<td>ICT 4610</td>
<td>TCP/IP Networks</td>
</tr>
<tr>
<td>ICT 4670</td>
<td>Disaster Recovery and Operations Security</td>
</tr>
<tr>
<td>ICT 4680</td>
<td>Principles of Cryptography</td>
</tr>
<tr>
<td>ICT 4685</td>
<td>Cloud and Internet Law</td>
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<tr>
<td>ICT 4690</td>
<td>Computer Forensics with Lab</td>
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<tr>
<td>ICT 4695</td>
<td>Application Security</td>
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Total Credits 24

Certificate in Information and Communications Technology with a Concentration in Mobile Application Development

Certificate Requirements

Coursework Requirements

Concentration requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ICT 4510</td>
<td>Advanced Website Design and Management</td>
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</tr>
<tr>
<td>ICT 4576</td>
<td>Native Application Development with Adobe AIR on Mobile Devices</td>
<td>4</td>
</tr>
<tr>
<td>ICT 4580</td>
<td>Mobile Application Development with Web Standards</td>
<td>4</td>
</tr>
<tr>
<td>ICT 4515</td>
<td>Usability Design for Websites</td>
<td>4</td>
</tr>
<tr>
<td>or ICT 4555</td>
<td>Introduction to the Flash Platform</td>
<td></td>
</tr>
<tr>
<td>or ICT 4561</td>
<td>Web Development with PHP</td>
<td></td>
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<tr>
<td>or ICT 4570</td>
<td>Web Scripting with JavaScript</td>
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Elective requirements

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<td>GIS 4080</td>
<td>Python Programming</td>
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<td>ICT 4100</td>
<td>Principles of Project Management</td>
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<tr>
<td>ICT 4300</td>
<td>Web Enabled Information Systems</td>
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<tr>
<td>ICT 4305</td>
<td>Object-Oriented Methods</td>
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<tr>
<td>ICT 4310</td>
<td>Client-Server Applications</td>
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<tr>
<td>ICT 4315</td>
<td>Object-Oriented Programming</td>
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<tr>
<td>COMM 4324</td>
<td>Web Analytics</td>
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<tr>
<td>ICT 4351</td>
<td>.NET Programming with C#</td>
</tr>
<tr>
<td>ICT 4361</td>
<td>Java Programming</td>
</tr>
<tr>
<td>ICT 4405</td>
<td>Database Design &amp; Programming</td>
</tr>
<tr>
<td>ICT 4505</td>
<td>Website Design and Management</td>
</tr>
<tr>
<td>ICT 4515</td>
<td>Usability Design for Websites</td>
</tr>
<tr>
<td>ICT 4540</td>
<td>XML and Data in Application Development</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
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</tr>
<tr>
<td>ICT 4550</td>
<td>Motion and Interactivity with Adobe Edge Animate</td>
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<tr>
<td>ICT 4555</td>
<td>Introduction to the Flash Platform</td>
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<td>ICT 4560</td>
<td>Web Graphics Production</td>
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<td>ICT 4561</td>
<td>Web Development with PHP</td>
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<tr>
<td>ICT 4570</td>
<td>Web Scripting with JavaScript</td>
</tr>
<tr>
<td>ICT 4585</td>
<td>Web Development with Ruby on Rails</td>
</tr>
<tr>
<td>ICT 4605</td>
<td>IS Security Principles</td>
</tr>
<tr>
<td>ICT 4680</td>
<td>Principles of Cryptography</td>
</tr>
<tr>
<td>ICT 4695</td>
<td>Application Security</td>
</tr>
<tr>
<td>ICT 4840</td>
<td>Next Generation Wireless Networks and Services</td>
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**Total Credits: 24**

### Certificate in Information and Communications Technology with a Concentration in Project Management

**Certificate Requirements**

**Coursework Requirements**

**Concentration requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ICT 4100</td>
<td>Principles of Project Management</td>
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<tr>
<td>ICT 4105</td>
<td>Project Contracts and Procurement</td>
<td>4</td>
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<td>ICT 4110</td>
<td>Project Management Tools and Techniques</td>
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<td>ICT 4115</td>
<td>Project Management Dynamics</td>
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**Elective requirements**

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ICT 4000</td>
<td>ICT Business Foundations</td>
</tr>
<tr>
<td>ICT 4005</td>
<td>ICT Technical Foundations</td>
</tr>
<tr>
<td>ICT 4015</td>
<td>Managing Technology for Strategic Value</td>
</tr>
<tr>
<td>ICT 4020</td>
<td>Business Forecasting and Planning</td>
</tr>
<tr>
<td>MALS 4020</td>
<td>Graduate Research and Writing</td>
</tr>
<tr>
<td>ICT 4045</td>
<td>Information Technology Service Assurance</td>
</tr>
<tr>
<td>ICT 4155</td>
<td>Strategic Alliances</td>
</tr>
<tr>
<td>ICT 4160</td>
<td>Contemporary Views and Advanced Methods for Complex Projects</td>
</tr>
<tr>
<td>ICT 4165</td>
<td>Project Collaboration with SharePoint</td>
</tr>
<tr>
<td>ICT 4170</td>
<td>Agile Techniques and Practices in Project Management</td>
</tr>
<tr>
<td>ICT 4605</td>
<td>IS Security Principles</td>
</tr>
<tr>
<td>ICT 4815</td>
<td>Managing Global Telecommunications Projects</td>
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**Total Credits: 24**

### Certificate in Information and Communications Technology with a Concentration in Software Design and Programming

**Certificate Requirements**

**Coursework Requirements**

**Concentration requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>ICT 4300</td>
<td>Web Enabled Information Systems</td>
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<tr>
<td>ICT 4305</td>
<td>Object-Oriented Methods</td>
<td>4</td>
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<tr>
<td>ICT 4310</td>
<td>Client-Server Applications</td>
<td>4</td>
</tr>
<tr>
<td>ICT 4315</td>
<td>Object-Oriented Programming</td>
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<td>ICT Business Foundations</td>
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<tr>
<td>ICT 4005</td>
<td>ICT Technical Foundations</td>
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**Total Credits: 24**
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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>MALS 4020</td>
<td>Graduate Research and Writing</td>
</tr>
<tr>
<td>GIS 4080</td>
<td>Python Programming</td>
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<tr>
<td>ICT 4100</td>
<td>Principles of Project Management</td>
</tr>
<tr>
<td>ICT 4351</td>
<td>.NET Programming with C#</td>
</tr>
<tr>
<td>ICT 4361</td>
<td>Java Programming</td>
</tr>
<tr>
<td>ICT 4405</td>
<td>Database Design &amp; Programming</td>
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<tr>
<td>ICT 4505</td>
<td>Website Design and Management</td>
</tr>
<tr>
<td>ICT 4540</td>
<td>XML and Data in Application Development</td>
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<tr>
<td>ICT 4550</td>
<td>Motion and Interactivity with Adobe Edge Animate</td>
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<tr>
<td>ICT 4555</td>
<td>Introduction to the Flash Platform</td>
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<td>ICT 4561</td>
<td>Web Development with PHP</td>
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<tr>
<td>ICT 4570</td>
<td>Web Scripting with JavaScript</td>
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<tr>
<td>ICT 4576</td>
<td>Native Application Development with Adobe AIR on Mobile Devices</td>
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<tr>
<td>ICT 4580</td>
<td>Mobile Application Development with Web Standards</td>
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<tr>
<td>ICT 4585</td>
<td>Web Development with Ruby on Rails</td>
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<tr>
<td>ICT 4605</td>
<td>IS Security Principles</td>
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<tr>
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<td>Application Security</td>
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**Certificate in Information and Communications Technology with a Concentration in Technology Management**

**Certificate Requirements**

**Coursework Requirements**

<table>
<thead>
<tr>
<th>Concentration requirements</th>
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<tbody>
<tr>
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**Elective requirements**

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<td>ICT 4170</td>
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<tr>
<td>COMM 4324</td>
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<td>ICT 4605</td>
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**Total Credits**

24
Certificate in Information and Communications Technology with a Concentration in Telecommunications Technology

Certificate Requirements

Coursework Requirements

**Concentration requirements**

<table>
<thead>
<tr>
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<td>Broadband Wireless Networks</td>
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<td>ICT 4840</td>
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<td>Principles of Project Management</td>
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<td>TCP/IP Networks</td>
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**Total Credits** 24

Certificate in Information and Communications Technology with a Concentration in Web Design and Development

Certificate Requirements

Coursework Requirements

**Concentration requirements**

<table>
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<tr>
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<tbody>
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<td>ICT 4300</td>
<td>Web Enabled Information Systems</td>
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<tr>
<td>ICT 4505</td>
<td>Website Design and Management</td>
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<td>Advanced Website Design and Management</td>
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<td>ICT 4515</td>
<td>Usability Design for Websites</td>
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<td>Python Programming</td>
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<tr>
<td>ICT 4100</td>
<td>Principles of Project Management</td>
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<tr>
<td>ICT 4305</td>
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<td>ICT 4310</td>
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<td>Motion and Interactivity with Adobe Edge Animate</td>
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Master of Applied Science in Information and Communications Technology with a Concentration in Database Design and Administration

Degree Requirements

Coursework Requirements

Core course requirements

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<th>Credits</th>
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<td>or ICT 4902</td>
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Concentration requirements

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Elective requirements

Select three of the following: 12

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<td>Business Forecasting and Planning</td>
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ICT 4025  Technology and Innovation Management
ICT 4800  Network Communications and the Internet
ICT 4830  Broadband Wireless Networks
ICT 4840  Next Generation Wireless Networks and Services
ICT 4845  Network Security with Lab
ICT 4505  Website Design and Management
ICT 4510  Advanced Website Design and Management
ICT 4515  Usability Design for Websites

Total Credits 48

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Non-coursework Requirement
Capstone Project (or successful completion of Capstone Seminar)

Master of Applied Science in Information and Communications Technology with a Concentration in Geographic Information Systems

Degree Requirements
Coursework Requirements

Core coursework requirements
ICT 4000  ICT Business Foundations 4
ICT 4005  ICT Technical Foundations 4
ICT 4010  Enterprise Architecture 4
MALS 4020  Graduate Research and Writing 4
ICT 4901  Capstone Project 4
or ICT 4902  Capstone Seminar 4

Concentration requirements
Select four of the following: 16
GIS 4070  ArcObjects
GIS 4080  Python Programming
GIS 4520  GIS in Telecommunications
GIS 4550  GIS Technology Integration
GIS 4620  Geodatabase Application
GIS 4740  Digital Image Processing
GIS 4860  Internet Mapping
GIS 4101  Introduction to Geographic Information Systems
GIS 4700  Remote Sensing

Elective requirements
Select three of the following: 12
ICT 4300  Web Enabled Information Systems
ICT 4405  Database Design & Programming
ICT 4410  Data Warehousing Design
ICT 4415  Database Backup and Recovery with Lab
ICT 4605  IS Security Principles
ICT 4615  Computer and Physical Security
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<td>ICT 4845</td>
<td>Network Security with Lab</td>
</tr>
<tr>
<td>ICT 4100</td>
<td>Principles of Project Management</td>
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<tr>
<td>ICT 4105</td>
<td>Project Contracts and Procurement</td>
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Non-coursework Requirement
Capstone Project (or successful completion of Capstone Seminar)

**Master of Applied Science in Information and Communications Technology with a Concentration in Information Systems Security**

**Degree Requirements**

**Coursework Requirements**

**Core coursework requirements**

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**Concentration requirements**

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<td>Disaster Recovery and Operations Security</td>
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<td>Cloud and Internet Law</td>
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<td>ICT 4690</td>
<td>Computer Forensics with Lab</td>
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**Non-coursework Requirement**

Capstone Project (or successful completion of Capstone Seminar)

**Master of Applied Science in Information and Communications Technology with a Concentration in Mobile Application Development**

**Degree Requirements**

**Coursework Requirements**

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or ICT 4902 Capstone Seminar

**Concentration requirements**

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<tr>
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**Non-coursework Requirement**

Capstone Project (or successful completion of Capstone Seminar)
Master of Applied Science in Information and Communications Technology with a Concentration in Project Management

Degree Requirements

Coursework Requirements

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Concentration requirements

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<td>Project Management Tools and Techniques</td>
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<td>Business Forecasting and Planning</td>
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<td>ICT 4045</td>
<td>Information Technology Service Assurance</td>
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<td>ICT 4155</td>
<td>Strategic Alliances</td>
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<td>ICT 4160</td>
<td>Contemporary Views and Advanced Methods for Complex Projects</td>
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<td>ICT 4165</td>
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### Non-coursework Requirement

Capstone Project (or successful completion of Capstone Seminar)

### Master of Applied Science in Information and Communications Technology with a Concentration in Software Design and Programming

#### Degree Requirements

##### Coursework Requirements

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<td>ICT Technical Foundations</td>
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<td>ICT 4561</td>
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<td>ICT 4570</td>
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**Non-coursework Requirement**

Capstone Project (or successful completion of Capstone Seminar)

**Master of Applied Science in Information and Communications Technology with a Concentration in Technology Management**

**Degree Requirements**

**Coursework Requirements**

**Core coursework requirements**

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<td>Project Contracts and Procurement</td>
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### Coursework Requirements

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### Non-coursework Requirement

Capstone Project (or successful completion of Capstone Seminar)

## Master of Applied Science in Information and Communications Technology with a Concentration in Telecommunications Technology

### Degree Requirements

### Coursework Requirements

#### Core coursework requirements

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<td>Broadband Wireless Networks</td>
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Non-coursework Requirement
Capstone Project (or successful completion of Capstone Seminar)

Master of Applied Science in Information and Communications Technology with a Concentration in Web Design and Development

Degree Requirements

Coursework Requirements

<table>
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<tr>
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<th>ICT 4000</th>
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| Concentration requirements              | ICT 4300 | Web Enabled Information Systems | 4 |
|                                        | ICT 4505 | Website Design and Management | 4 |
|                                        | ICT 4510 | Advanced Website Design and Management | 4 |
|                                        | ICT 4515 | Usability Design for Websites | 4 |

| Elective requirements                   | GIS 4080 | Python Programming | |
| Select three of the following:          | ICT 4100 | Principles of Project Management | |
|                                        | ICT 4305 | Object-Oriented Methods | |
|                                        | ICT 4310 | Client-Server Applications | |
|                                        | COMM 4324 | Web Analytics | |
|                                        | ICT 4405 | Database Design & Programming | |
|                                        | ICT 4540 | XML and Data in Application Development | |
|                                        | ICT 4550 | Motion and Interactivity with Adobe Edge Animate | |
|                                        | ICT 4555 | Introduction to the Flash Platform | |
|                                        | ICT 4560 | Web Graphics Production | |
|                                        | ICT 4561 | Web Development with PHP | |
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|                                        | ICT 4405 | Database Design & Programming | |
|                                        | ICT 4410 | Data Warehousing Design | |
|                                        | ICT 4415 | Database Backup and Recovery with Lab | |
|                                        | ICT 4605 | IS Security Principles | |
|                                        | ICT 4615 | Computer and Physical Security | |
|                                        | ICT 4845 | Network Security with Lab | |
|                                        | ICT 4100 | Principles of Project Management | |
|                                        | ICT 4105 | Project Contracts and Procurement | |
|                                        | ICT 4110 | Project Management Tools and Techniques | |
|                                        | ICT 4115 | Project Management Dynamics | |
|                                        | ICT 4305 | Object-Oriented Methods | |
|                                        | ICT 4310 | Client-Server Applications | |

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Non-coursework Requirement
Capstone Project (or successful completion of Capstone Seminar)

Courses

**ICT 4000 ICT Business Foundations (4 Credits)**
This course provides an overview of the relationships between business needs and Information & Communications Technology solutions. The course focuses on fundamental attributes of business research and analysis in the ICT field. Applying appropriate research methods is a critical course requirement. Students demonstrate the critical skills required to define a problem, establish a business and technical context, perform appropriate research, propose and analyze alternative solutions, identify decision criteria, and make recommendations based on such considerations as benefits, technical feasibility, costs, risks, and resources. Students assess the relevance of research findings, considering the credibility of the source, relevance to the research question, and validity of the underlying data. Taking into account current industry trends and customer/user needs, students apply the product development process to create a product or service proposal, including business requirements and a detailed business case. The course establishes the professional and academic framework for the ICT master’s degree program, setting a relevant industry context for all ICT concentrations.

**ICT 4005 ICT Technical Foundations (4 Credits)**
This course provides a substantive review of the technology at the core of the ICT industry. Coverage includes hardware, networking technology, databases, information services, applications, and content in enterprise context. The application development process is briefly reviewed. A framework is developed around data at rest, data in transit, and data being processed. This framework is used to detail the roles of a variety of hardware and software artifacts, and their use in the production, processing, protection, and use of organizational information. The role of the ICT user interface and web systems in providing user access to content anytime anywhere is reviewed. The security requirements associated with a variety of information types are introduced, along with the current best practices used in information security.

**ICT 4010 Enterprise Architecture (4 Credits)**
In this course, students learn how to effectively and efficiently integrate information and communications technologies to support business goals. The course provides an overview of the global, enterprise-wide architectural framework that drives business decisions regarding selection and implementation of ICT systems and solutions. Topics include supporting and transforming Global Value Chains, e-business designs; creating enterprise architecture; and the various methodologies, tools and techniques used in the design and implementation of the enterprise architecture. The course encompasses all aspects of information and communications technology, including data networks, applications, operating systems, database systems, telecommunications systems, and hardware components in the context of a total enterprise-wide framework.

**ICT 4015 Managing Technology for Strategic Value (4 Credits)**
In this course, students acquire an in-depth understanding of the key management skills necessary to manage technology for strategic value. It concentrates on providing in-depth knowledge of strategic planning, the role of technology in business, and business process automation. It also provides students with the management skills and tools to prioritize technology investments, and manage technology products and projects. Topics include strategic planning and business alignment, managing business applications, business process automation, the role of web 2.0 in business processes, technology management, budgeting and capital investment prioritization, and build/buy decision-making in regards to custom-built and off-the-shelf solutions.
ICT 4020 Business Forecasting and Planning (4 Credits)
Business forecasting and planning brings together a wide diversity of skills: economic, financial, marketing, and technical analysis. This course brings together these concepts and extends prior coursework with coverage of budgeting, finance, costing, business planning, revenue forecasting, profit and loss statements, and balance sheet analysis as applied to information systems and services. Coverage includes the economics of software and other intellectual property, network effects, usage and sharing effects, sunk costs and monopoly effects, capacity and resource planning issues, and an introduction to the related regulatory issues. Students develop budgets or business plans for several increasingly difficult scenarios addressing a range of technology applications and services.

ICT 4025 Technology and Innovation Management (4 Credits)
Leaders of innovative firms build commitment to new directions, re-design structures to support new missions, and transform cultures. This course concentrates on the implementation of the business strategy through effective structures and systems. Students analyze key aspects of strategic deployment, including organizational structure, cross-functional teams, performance planning and enhancement, reward systems, recruiting, and the development of knowledge workers. In this course students integrate all the areas of knowledge covered in the ICT Foundations and Technology Management specialty courses. This should be the last of the four required courses taken in the Technology Management specialty.

ICT 4045 Information Technology Service Assurance (4 Credits)
In today’s technology-centric work environment, simply delivering IT services is no longer sufficient. Organizations must provide "assurance" that IT services and the underlying data assets are reliable, highly available and secure. IT Service Assurance or IT Quality Assurance includes many functions including IT service delivery, service level management, quality assurance testing and monitoring, change and release management, project management, security, and compliance, all within a risk management framework. This course evaluates these functions as integrated components of a service assurance program and their impact on the organization. It also investigates how service assurance is intertwined with the strategic and tactical initiatives of the organization. The use of case studies and actual IT related challenges and opportunities are utilized to anchor the course concepts. The combined in-class meetings and online course structure lend itself to ongoing interaction, collaboration, and sharing of ideas.

ICT 4100 Principles of Project Management (4 Credits)
This course is designed to provide students with practical skills in project management and the students who are continuing in the Project Management course sequence with a framework for the concepts and tools covered in the remainder of the program. The various elements of the project management processes, tools and techniques are explored, applying the software used in managing projects. Topics include a review of processes to initiate, plan, execute, monitor and control, and close a project. Project integration, scope (including requirements), time, cost management, and planning human resources are emphasized. Students learn project management skills through hands-on exercises using project management tools and techniques and project management software to emphasize the real world of managing a project.

ICT 4105 Project Contracts and Procurement (4 Credits)
This course is designed to provide students with practical skills in project contracts and procurement. This course introduces the various elements of the contract and procurement process, including exposure to procurement plans, Request for Information (RFI), Request for Quote (RFQ) and Request for Proposal (RFP), as well as the various types of contracts and change order procedures. The course builds upon the framework from the remainder of the program. Topics include how to develop a procurement plan, what type of RFs to use and why, selection criteria for vendors, and contract selection. Students learn project management skills through hands-on exercises developing procurement plans, RFX’s and contracts. No prerequisites.

ICT 4110 Project Management Tools and Techniques (4 Credits)
This course introduces students to project risk and quality management and develops advanced skills in applying the project management tools and techniques learned in ICT 4100 (prerequisite course). A focused examination of scheduling, cost, quality, and risk management processes using advanced tools and techniques is included. Emphasis is placed on the project planning, execution, and monitoring and controlling processes. This course is on the Project Management Institute’s (PMI) certification track. Prerequisite: ICT 4100 or equivalent knowledge.

ICT 4115 Project Management Dynamics (4 Credits)
This is an advanced course that applies the knowledge and skills learned in the prerequisite courses to a complex program. The planning, monitoring and controlling, and project close process groups are explored using case analyses of program and project plans. Learning is based on reading case material and the practical application of project management tools and techniques. Students receive hands on simulation experiences in planning and running subprojects, and work in Project Management Office (PMO) roles. Students develop a workable change management system, exercise project integration and communication skills, and demonstrate the ability to keep an overall program on track. They also demonstrate decision making skills, with emphasis on making tradeoffs based on solid business rationale. This course is on the Project Management Institute’s (PMI) certification track. Prerequisites: ICT 4100 and ICT 4110.

ICT 4120 Lean Six Sigma-Getting Started (4 Credits)
Students use Lean tools and techniques to define and scope a problem, determine project objectives and benefits, and create a project charter. The students also learn to define the ‘as is’ process, validate the measurement system and measure outputs, and quantify process performance.

ICT 4125 Lean Six Sigma-Analyze (4 Credits)
Students apply Lean tools and techniques to identify potential causes (x’s), investigate the significance of x’s, identify significant causes, and provide a preliminary definition of process outcomes as a function of causes [y=f(x)].

ICT 4130 Lean Six Sigma: Improve and Control (4 Credits)
Students apply Lean tools and techniques to generate potential solutions, select and test a solution, develop an implementation plan, and create a control and monitoring plan. The students also learn the methods and techniques for implementing a full scale solution and finalizing transition.
ICT 4155 Strategic Alliances (4 Credits)
Strategic alliances are key drivers of business success in today's global economy and have gradually replaced vertical integration as the chief method of expansion. Business-to-business alliances provide organizations with a variety of benefits, including enhancing the capability of organizations and help to extract maximum value from available resources. While applicable to any industry, strategic alliances are particularly important in the technology sector. This course defines and discusses the roles of various types of strategic alliances in the technology sector, including informal alliances, partnerships, joint ventures, and outsourcing arrangements. It also explores strategies for managing profitably and exploring these external business relationships. Case studies are an integral part of the learning experience. Successful alliances such as the Apple-AA&T, Microsoft-Infosys, and Cisco-Intel are analyzed from the perspective of each party, 3rd party vendors, customers, and a variety of other stakeholders. Examples of unsuccessful alliances and the costs and benefits of foregoing alliance participation are also explored. No prerequisites.

ICT 4160 Contemporary Views and Advanced Methods for Complex Projects (4 Credits)
This course explores the planning and execution challenges that often cause complex projects to fail. The course provides a historical perspective regarding project management practices, and reviews evidence regarding trends in project outcomes. For example, despite the use of commonly accepted methods for project management and systems engineering, the success rate of NASA and DOD programs, as measured by schedule, budget, and requirements performance, is trending downward. The evidence shows similar trends in commercial industries (e.g., the Airbus A380 and Boeing 787 aircraft programs). The course addresses why the methods embodied in the Project Management Body of Knowledge (PMBOK) are sometimes insufficient to assure project success. The course then explores remedies drawn from recent research and cases in complex systems development and global learning case studies. The instructors host a weekly online review of readings and discussion. Participation is voluntary, but recommended. Guest speakers from Europe, the Americas, and Asia share their views of project trends in their regions. During the final five weeks of the course, students learn and leverage visual modeling and simulation tools for the design of complex projects. Methods to handle complex, concurrent, and mutual dependencies across organizations and cultures are applied. Based on industrial case studies, the instructors introduce Project Design methods, including student access to TeamPort project modeling and simulation software. The course culminates in the ninth week with teams in an online role play exercise to demonstrate collaborative planning and decision-making using these advanced methods. This course requires several hours of dedicated, synchronous interaction with the whole class in the eighth and ninth weeks. Prerequisite: ICT 4100 or equivalent experience.

ICT 4165 Project Collaboration with SharePoint (4 Credits)
This course focuses on the role of collaboration as a critical success factor in project planning and execution. Complex projects typically entail cross-functional teams that are often geographically distributed, culturally diverse, and require collaboration across both organizational and corporate boundaries. This course covers best collaboration practices and the use of collaborative websites to facilitate communication, create shared understanding of processes and deliverable, and apply tools to achieve successful project completion. Hands-on assignments are used to illustrate how collaborative sites allow a project team to post, edit and jointly work on documents of all types, such as project charters, project plans, WBS, requirements, budgets, schedules, procurement activities and closeout activities. Students collaborate within the course to learn how collaborative sites can be used to control project documentation and enforce the security levels associated with those documents. Students also learn how these sites can be used for such activities as assigning tasks, building a project calendar, setting up logs for gathering information, and performing other typical project management duties. The lab portion of the courses uses SharePoint as a template and shows how to set up a site to create folders, lists, tasks lists, calendars, and set the associated security levels. A SharePoint site is created for each student and students have access to both the class site and their individual sites.

ICT 4170 Agile Techniques and Practices in Project Management (4 Credits)
Is the Agile vs. traditional project management debate over? At least in the world of software development, the debate is largely over, as evidenced by the widespread adoption of Agile methods. For example, according to Gartner, in 2012 Agile development methodologies will be used in 80 percent of all software development projects. As the term implies, however, the techniques and best practices for the successful application of Agile project management processes are not static, they will continue to evolve. And, Agile principles and practices are used across many project domains, each with their own unique characteristics and challenges. So, best Agile project management practices will continue to be dynamic. The Agile debate is now turning from the tactical to the strategic. Realizing the full benefits of Agile (e.g., faster time to market, improved responsiveness to customers, higher quality, and greater efficiency), means more than improving project execution. It requires transforming the business into an Agile enterprise. This course examines both the Agile processes and practices for delivering projects, and the cultural and programmatic challenges encountered in transforming the business into an Agile enterprise. The course content, in addition to reading assignments, uses practical assignments such as case studies, projects, and simulations to provide applied experience with Agile practices.

ICT 4300 Web Enabled Information Systems (4 Credits)
This course is an introduction to the design of web enabled information systems. The course reviews modern design and programming principles, introduces database design and object-oriented principles, and introduces security issues and best practices related to web application development. The course introduces object-oriented modeling methods, including use cases, class, and activity diagrams, that describe the informational and behavioral content of a system's objects. Basic OOM design tools are introduced along with an introduction to database programming and query development. Additionally, web design programming is introduced using hands-on exercises. The class addresses organizational concerns around web applications, exploration of technology in today's market, and retention of data integrity. This should be the first course taken in each of the following specialties: Software Design and Programming, Database Design and Administration, We Design and Development, and Information Systems Security.

ICT 4305 Object-Oriented Methods (4 Credits)
This course introduces the object-oriented view of software analysis, modeling, and design. It defines all of the relevant concepts needed to understand the paradigm. A complete graphical notational scheme is taught for the purpose of diagramming objects and object interactions. The course covers the design, evolution, modification, and test/verification phases of object-oriented development in some depth. Since project management plays a key role in the success of object-oriented development, its relation to the development process is discussed. The course also surveys the various object-oriented languages and tools available.
ICT 4310 Client-Server Applications (4 Credits)
This course provides a practical introduction to client-server applications and programming. The course examines key aspects of client-server computing such as systems requirements for operating systems, middleware, networks, servers and clients. The course develops the student's understanding of alternative client-server architectures to meet business requirements, the selection of application development tools, and the use of object-oriented analysis and design practices to implement client-server applications. Students also develop client applications using a variety of techniques. Prerequisite: ICT 4300.

ICT 4315 Object-Oriented Programming (4 Credits)
This course covers modern programming techniques using object-oriented methods. The course familiarizes the student with development tools and the syntax of a programming language by developing simple programs that use control flow techniques and basic input/output techniques. Basic methods to harden code against malicious attack are introduced, and basic verification techniques presented. Prerequisites: ICT 4300 and ICT 4305.

ICT 4351 .NET Programming with C# (4 Credits)
Students identify and describe the fundamentals of the .NET architecture, explain various .NET components, their respective responsibilities and functions, identify and explain .NET design issues and development solutions; identify and describe the fundamental .NET components; explain CLR execution, and have some familiarity with predominant .NET languages.

ICT 4361 Java Programming (4 Credits)
This course enhances the student's experience in object-oriented design and software development by performing and discussing object-oriented design for re-use of general purpose applications and small Java applications, including using the Java Collection API and Swing user interface classes. Topics include the use of Java as an object-oriented programming language, including encapsulation, simple inheritance, and polymorphism; design of Java classes using Java interfaces and packages; implementation of design patterns in working Java code; and use of Java Base Classes. The course also addresses the use of JAVA IDEs such as Eclipse and NetBeans. Note: This course does not address JavaScript. Prerequisites: ICT 4300, ICT 4305, ICT 4315.

ICT 4405 Database Design & Programming (4 Credits)
This course concentrates on the relational DB model and the conceptual, logical, and physical phases of database design and development. Entity-relationship modeling, data normalization to third normal form, and Structured Query Language programming are core components of the class. It includes additional data modeling techniques and upper Normal Forms (Boyce/Codd, Fourth, and Fifth). It delves into the concepts of database integrity and transaction management, concurrency protocols (locking and time stamping), and security schemes.

ICT 4410 Data Warehousing Design (4 Credits)
Organizations with vision and courage are gaining competitive advantage by implementing data warehouses. Under the guidance of an executive sponsor, a team of data administrators, database specialists, and organizational analysts creates these contemporary decision support environments. Building a data warehouse is fundamentally different than building a subject area database for an operational system. In this course students use such data warehouse (DW) concepts as partitioning, granularity, record of source, and metadata as they learn how to build a viable decision support environment. Students further their understanding of such topics as architect development, data migration and integration, use of operational data stores, and transactional systems.

ICT 4415 Database Backup and Recovery with Lab (4 Credits)
This course explores basic database recovery and backup strategies and tactics using a working database system. Topics include preparing backup, recovery and disaster plans, and performing complete and incomplete database recoveries using the Export/Import utility. Using ICT E-labs, students also gain experience with troubleshooting utilities, RAM architecture, and setting up a standby database.

ICT 4451 Database Programming: Oracle PL/SQL (4 Credits)
This course builds on ICT 4405 Database Design and Programming, allowing students to transform a database schema design into a database application prototype using Oracle's PL/SQL. Topics include advanced SQL DDL, DML, and scripting, PL/SQL constructs, stored procedures, modular design and development, software development processes, views, sequences, cursors, dynamic SQL, error handling, locking, as well as performance and tuning, and database security. Using virtual E-Labs, students design and develop a database and related PL/SQL applications.

ICT 4461 SQL Server with Lab (4 Credits)
This course is an introduction to Microsoft SQL Server for both the DBA and Developer. The key new features of SQL Server are introduced and explored, and the various editions of SQL Server are contrasted. In-depth coverage is provided on how to use the new Microsoft SQL Server Management Studio for both administrative and development tasks. Special emphasis is given to query optimization techniques. An introduction to SQL Integration Services, SQL Analysis Services and SQL Reporting Services is also presented. Prerequisites: ICT 4300 and ICT 4405.

ICT 4462 Transact - SQL Programming (4 Credits)
Transact-SQL is the primary programming interface between applications and the Microsoft SQL Server database. Transact-SQL can be sent from programs or applications to the SQL Server database or can be built into reusable database stored procedures. This course focuses on Transact-SQL in a stored procedure context. Topics include: basic and advanced SQL, SQL functions, stored procedure declaration and execution, cursors, temp tables, error handling, transaction management, security, and performance issues. The course uses a combination of lecture, textbook reading assignments, and hands-on lab assignments to meet its objectives.
ICT 4485 NoSQL Databases (4 Credits)
Relational database systems have been dominant in the market for over forty years, and remain so today. However, the emergence of distributed and cloud computing, as well as the increasing need for storage of large databases (i.e., big data, such as human genome, Google search engine, social media data, Large Hadron Collider), have created the need for alternate data storage solutions. A number of different models/database management systems have been developed, that as a group are being referred to as NoSQL databases. A number of large, well-known companies use such databases, including Google, Amazon, Facebook, Twitter, Adobe, MTV, LexisNexis, the New York Times, Forbes and Netflix. Some companies use more than one variety of NoSQL databases. This course examines different non-relational (NoSQL) data models, such as Key-Value, Document, Column, Graph and the Object-Oriented database models. Students learn about advantages and disadvantages of the different approaches. This class includes hands-on experience with a representative sample of NoSQL databases. Computing developments that spurred the existence of NoSQL databases, such as big data, distributed, and cloud computing are also discussed. Prerequisites: ICT 4300 and ICT 4405.

ICT 4505 Website Design and Management (4 Credits)
This course extends student web design and development skills, and includes advanced HTML techniques and enhanced page design capabilities using CSS. The key to great web design is rooted in a solid foundation, which requires a plan or a "blueprint". We explore best-practices in information architecture (IA) and how to incorporate user-centered design (UCD) techniques as a standard practice in web design. Students also develop an understanding and working knowledge of Cascading Style Sheets (CSS). Through the use of readings, examples, hands-on projects, and discussions the class builds an understanding of the foundations and applications of user-centered design to plan, build and manage a website. Through participation in a project and regular discussions, class members experience working as active and contributing members of the class and knowledge-building community. Prerequisite: ICT 3500, ICT 4300 or equivalent experience.

ICT 4510 Advanced Website Design and Management (4 Credits)
This course explores advanced techniques for web programming using current client-side web technologies. Use of JavaScript, jQuery and Ajax are covered. HTML5 technologies such as Forms, Local Storage and Web workers are introduced. Students create an interactive website. This is a hands-on course where students apply what they learn as they learn it. Students demonstrate mastery of the materials by applying the principles introduced in class to laboratory exercise, class discussions, and projects. Prerequisite: ICT 4505.

ICT 4515 Usability Design for Websites (4 Credits)
This course expands the student's basic knowledge of Web page and website development (ICT 4505) by providing in-depth understanding of how to design Web applications with the user in mind. Students gain knowledge about how the fields of human factors engineering and psychology (e.g., visual perception, cognition, learning, and memory) relate to usability design as well as how usability assessments are conducted. Usability guidelines, design problems and design strengths, and best practices for common functions such as Web navigation, menus, scrolling, graphics and icons are explored. The class is a combination of lectures and lab experiences, culminating in the student's developing a website, conducting a usability evaluation, and reporting on the results and recommendations from the evaluation.

ICT 4540 XML and Data in Application Development (4 Credits)
XML is an open, text-based markup language that provides structural and semantic information to data. This "data about data," or metadata, provides meaning and context to the application using it, and supports manipulation and display. The course focuses on techniques to make this data useful for business applications, as well as for browser display. Hands-on experience with the XML formats and manipulation, which includes programming techniques, forms the weekly assignments, culminating in a summary project. Other standards, such as JSON, are discussed, as well as use of CSS for display of XML data. Some JavaScript is introduced to illustrate the document model and techniques for integration of data. Prerequisites: Students should have familiarity with constructing HTML web pages and data concepts. Familiarity with a data manipulation or programming language will be helpful.

ICT 4550 Motion and Interactivity with Adobe Edge Animate (4 Credits)
This course enable even those with little knowledge of HTML or experience programming web content to freely create a variety of rich compositions involving motion and interactivity through the Adobe Edge application. Students learn how to use this professional authoring software to create highly engaging content which targets HTML5, CSS, and JavaScript. The course also covers Edge Runtime APIs and how to integrate compositions into existing web-based systems.

ICT 4555 Introduction to the Flash Platform (4 Credits)
This course introduces students to rich media design and development using the Flash Platform. Students learn the fundamentals of working in the Flash authoring environment to produce web modules, small applications, and basic audio-video delivery mechanisms. Students also receive an introduction to the latest version of ActionScript. Students learn basic syntax and become familiar with many of the classes and methods available to them when writing applications with the Flash Platform. Prerequisite: ICT 3500 or equivalent experience.

ICT 4560 Web Graphics Production (4 Credits)
This course introduces the fundamental concepts and techniques of digital graphics creation and image processing for both online publication and website interface design. Students learn the basics of correcting and modifying images, bitmap painting tools, vector drawing tools, typography, masking, web production techniques, and advanced image compositing. Integration of images and generated code into a website layout employing CSS is also covered.

ICT 4561 Web Development with PHP (4 Credits)
This course introduces students to programming Web applications using PHP and MySQL. Topics include processing form data, file uploads, object-oriented programming and database access. Students leverage a PHP framework and learn to install and configure a local development environment to test and develop their Web applications. Prerequisite: ICT 4510 or previous programming experience.
ICT 4570 Web Scripting with JavaScript (4 Credits)
This course presents students with the principles necessary to design and develop client-side scripts used to build dynamic websites and applications. JavaScript concepts such as data types, control structures, functions and objects are discussed. Students learn how to write beginner and intermediate scripts. In addition, students are introduced to advanced JavaScript topics, including module development, distributed computing and security. Students are presented with real world examples of JavaScript and build an interactive and dynamic client-side application. Technologies covered in the course include JavaScript/ECMAScript, JQuery (a JavaScript library), JSON (a JavaScript-friendly data format), JavaScript as the J in AJAX, and JavaScript in HTML5 form interaction and validation. Prerequisite: Knowledge of HTLM, ICT 4505, or previous programming experience.

ICT 4576 Native Application Development with Adobe AIR on Mobile Devices (4 Credits)
During this course students learn how to use a set of languages and tools to build business and media-centric applications that run on mobile devices such as laptops, tablets, smartphones, and eReaders running on Windows, MAC OS, IOS, and Android. This course illustrates best practices for reusing code, structuring projects, and submitting applications to app stores. Throughout the course students utilize an IDE such as FDT or IntelliJ, MXML, and ActionScript to build cross-device native applications. Students also learn how to add functionality to their Adobe AIR native applications by leveraging third party Native Extensions to access native features. Prerequisite: ICT 4300 or previous programming experience.

ICT 4580 Mobile Application Development with Web Standards (4 Credits)
This course enables students to take advantage of web standards (HTML5, CSS3, JavaScript) along with various popular frameworks and tools in the generation of both mobile web applications for the browser and packaged mobile applications for devices. We examine the fundamentals behind good user and interaction design when targeting mobile devices and see what is appropriate for implementation on these platforms. We also employ a popular cross-compilation tool to perform distribution onto multiple platforms. Prerequisite: previous programming experience.

ICT 4585 Web Development with Ruby on Rails (4 Credits)
Ruby is a dynamic, general-purpose, object-oriented programming language that has an associated web application framework, Rails. The Ruby on Rails (RoR) web application paradigm is powerful and flexible, and has been widely adopted by other frameworks. It allows for the rapid and agile creation of dynamic web applications with little of the overhead associated with other approaches. The student learns how to quickly develop, test, and deploy dynamic web applications using RoR. The student also learns how to manage both the user experience and a backend database from within the RoR framework. Prerequisite: ICT 4510 or previous programming experience.

ICT 4605 IS Security Principles (4 Credits)
This is a comprehensive Information Systems Security management course covering the ten basic principles of Information Assurance and Information System Security. The course follows the Common Body of Knowledge (CBK) convention established by the International Information System Security Certification Consortium, Inc. (ISC)2. This course serves as an introduction to the ten domains of information systems security with the emphasis on management issues. It provides the foundation of information systems security and the methodologies that organizations apply to analyze and achieve their security goals. Students learn about significant computer security laws and regulations, the development of effective security policies, system access controls, network security, encryption and security models. The course also covers specific security measures to include, but not limited to, physical security controls, network security, telecommunications, and cryptography. Information covered includes contemporary issues of computer crime and contingency planning. A systems approach to security issues to analyze and develop solutions is emphasized. All topics are discussed in the context of a total enterprise-wide framework. Prerequisite: ICT 4300.

ICT 4610 TCP/IP Networks (4 Credits)
This course explores the basic operation of the TCP/IP protocol stack including its history, development, current applications, and future implications. The full range of TCP/IP protocols from IP and TCP to basic RPC issues and application protocols such as SMTP, FTP, and HTTP are studied. Students also study TCP/IP capabilities, alternatives, and performance issues. Security-specific protocols including SSL and IPSec are examined along with the security aspects of all other protocols. Mechanisms for Internet connectivity for homes and businesses are also covered. Prerequisite: ICT 4005.

ICT 4615 Computer and Physical Security (4 Credits)
Controlling access to computers and controlling access to a building can no longer be viewed as two separate worlds. Today, IT access control and physical security need to be integrated if organizations are to be fully protected from threats. This course concentrates on seeing IT access control as integrated with physical security within an organization. Students investigate how various technologies and methodologies can work together to manage access to computer systems; how to manage elements of physical security; and the issues involved in creating a unified and complete enterprise security system. Security technologies to physically protect an organization’s people, facility and resources, access control techniques and administration, identification and authentication techniques and methods of attack are emphasized. Prerequisites: ICT 4300 and ICT 4605.

ICT 4670 Disaster Recovery and Operations Security (4 Credits)
This course focuses on the planning and operations security required to effectively recover from natural disasters and security attacks and to ensure the operations and integrity of computer systems and staff. Topics include defining continuity requirements, choosing appropriate recovery strategies and understanding the key elements of a continuity plan. Students create a Business Continuity Plan including business impact analysis, recovery strategies, and recovery plan implementation. The course also provides an understanding of controls over resources, facilities, hardware, systems, and the people who create, modify, and use them. Control mechanisms and operations security “best practices” are identified.
ICT 4680 Principles of Cryptography (4 Credits)
E-commerce has made cryptography a cornerstone of modern information systems security. Cryptology is one of the 10 domains required for the CISSP, and is a core component of all other recognized information security certifications. Surprisingly, it is the least understood of the information security disciplines. This course focuses on the terminology and concepts needed to understand how cryptographic techniques are used to protect sensitive information. Topics include: Advanced Encryption Standard (AES), the Secure Hash Algorithm (SHA), Digital Signatures and Message Authentication Codes, Diffie-Hellman Key Exchange, public key infrastructure (PKI), secure sockets layer (SSL), and IPsec among others. Lecture and reading materials are reinforced by hands-on experimentation with cryptographic software tools. Internet resources are used to tie the course material to current technology trends. No programming experience or advanced mathematical skills are required for this course. Prerequisite: ICT 4605.

ICT 4685 Cloud and Internet Law (4 Credits)
The legal ramifications of Cloud Computing, Cyber and Internet Law are effecting dynamic change in our country and all throughout the world. This course explores the laws of the new paradigm of Cloud Computing, Cyber and Internet Law and describes the types of issues and concerns that exist. Such issues include the civil and criminal laws, rules and regulation, privacy issues, contractual agreements between parties (on many levels from providers in numerous different states and countries), the impact of differing cultural standards and mores from all over the world, and legal methods of protecting companies from these issues and worries in the world of Cloud Computing, the Internet and Cyber Law.

ICT 4690 Computer Forensics with Lab (4 Credits)
This course is concerned with providing an overview of the methods and tools utilized for collecting and preserving electronic digital evidence for the computer forensic process; the forensic examination, analysis, and report writing; and preparing for courtroom testimony about the forensic results. The course is supplemented by hands-on-exercises, case studies, and a moot court exercise in which each student will testify.

ICT 4695 Application Security (4 Credits)
In this course, students explore the security principles and practices that apply to application software development throughout the entire software development lifecycle (SDLC). Topics include characteristics of secure and resilient applications, proven best practices for secure software, and designing for security and resilience. The course also provides an overview of programming best practices. Other topics include testing custom application, testing off-the-shelf commercial applications, implementing development security methodologies, and evaluating the models used to measure the maturity of software development organizations. Prerequisites: ICT 4300 and ICT 4605.

ICT 4701 Topics in Information and Communication Technology (4 Credits)
From time to time a special topics course may be offered that addresses a new issue, a developing concept, industry trends, or new technology.

ICT 4800 Network Communications and the Internet (4 Credits)
This course focuses on the fundamental concepts and technologies of communications networks and the Internet, including the information theory that is the foundation of modern communication systems. It emphasizes application of these concepts to the analysis and design of network solutions to meet various service provider and IT business requirements. Topics include network media, communications protocols and standards, LAN and WAN network architectures, the Public Switched Telephone Network, and current trends in networking via the Internet. Network components, such as modems, routers, switches, and voice communications systems are analyzed. The various transport media of copper, fiber, and wireless infrastructures are compared. Critical thinking is emphasized via discussions of current and future trends in network technology, global regulatory and political issues in voice/data/video communications, and Internet governance. Prerequisite: ICT 3800 or equivalent experience.

ICT 4815 Managing Global Telecommunications Projects (4 Credits)
Set in the context of today’s convergence from the traditional telco/telephony world to next generation all-IP networks brought about by the Internet revolution, the course addresses managing across borders, cultures, time zones, and continents. In addition, the course explores managing conflicts of interest between carriers and over-the-top (OTT) players such as Apple, Google/Android and Skype. Related topics include the challenges and opportunities in vendor management between the old telco vendors of the West and their new competitors from the East. Finally, the course analyzes stakeholder management at the C- and EVP-level of the organization. A variety of assignments create opportunities for students to work in teams, and at other times to work individually on a set of real-world case studies derived from typical projects at leading global network operators and telecom vendors. This course applies project management best practices to the typical challenges faced by project managers in today’s fast-paced, complex and highly competitive global telecom industry. Case studies are used to exemplify core project management challenges at an advanced level. Prerequisites: two courses in any of the following areas: Project Management, Technology Management, Telecommunications Technology.

ICT 4830 Broadband Wireless Networks (4 Credits)
This course examines wireless telecommunication networks with an emphasis on key challenges and approaches to deal with the immense wireless data traffic explosion from devices such as the iPhone, iPad, Android smartphones and connected laptops, as well as services like VOIP and mobile video. The wireless telecom industry is studied from standards, carriers, and technology perspectives. The dominant wireless telecom technologies and protocols are presented, including OFDM, MIMO, mobile IP, WIMAX, LTE, and WPANs. The “triple play” convergence of voice, data, and video over wireless networks is analyzed. Voice over IP is also studied in reference to Quality of Service.

ICT 4835 Enterprise Networks (4 Credits)
This course provides the advanced understanding of computer networks needed to design and develop complex network systems. Topics covered are network analysis and design issues, switching, routing, techniques for network traffic analysis, logical and physical network design, and integration, testing and implementation issues.
ICT 4840 Next Generation Wireless Networks and Services (4 Credits)
The rapid innovation in wireless networks that is at the center of today’s Information and Communication Technologies industry takes place in the three areas of broadband radio, core networks, and wireless services. This course focuses on the key next generation technologies at the core networks and service layers. First, the Internet Protocol Multimedia Subsystem (IMS) is examined, which is at the heart of many next generation deployments. Basic IMS architecture and important sample case studies are used to highlight core facets of modern network designs. At the service layer, this course explores wireless service architecture, including popular applications such as text (SMS), picture (MMS) and mobile instant messaging, consumer and enterprise mobile email, TV/video and mobile web services. Apple and Android mobile over-the-top (OTT) ecosystems are examined and a SWOT approach taken to analyze strengths, weaknesses, opportunities and threats of controlled vs. open application ecosystems. Finally, the conflict between OTT and network operator based deployment of wireless services is discussed, using pioneering applications such as Skype, FaceTime, and others as case studies. Prerequisite: ICT 4800 or departmental permission.

ICT 4845 Network Security with Lab (4 Credits)
This course examines the key broadband radio technologies at the center of today’s rapid innovation in wireless networks. Wireless telecommunications networks are studied with an emphasis on the challenges and the approaches to deal with the immense wireless data traffic explosion from devices such as the iPhone, iPad, Android smartphones and connected laptops, as well as broadband services like VOIP and mobile video. The dominant wireless telecom technologies and protocols are presented, including OFDM, MIMO, mobile IP, WiMAX, LTE, and WPANs. The "triple play" convergence of voice, video, and data over wireless networks is analyzed. The wireless telecom industry is studied from standards, carrier, and technology perspectives. Important radio network concepts are addressed, including network design, cell selections and traffic concepts, mobility handoff signaling, radio resources management, location updates, roaming, as well as authentication and encryption. Prerequisite: ICT 4800 or departmental permission.

ICT 4901 Capstone Project (4 Credits)
The Capstone Project provides students the opportunity to research a topics, problem, or issue within their field of study, and work individually with a Capstone advisor. Similar in weight to a thesis, but more flexible, this final project synthesizes and applies core concepts acquired from the program. The student selects an appropriate Capstone advisor who is knowledgeable in the field of study to work closely with and whom can guide the research project. Evaluation will be focused on the quality and professionalism of applied research and writing; critical and creative thinking; problem-solving skills; knowledge of research design, method, and implementation; and contribution to the field and topic of study. View the Capstone Guidelines for additional details. Prerequisites: A Capstone Proposal that has been approved by both the Capstone Advisor and the Academic Director, unconditional acceptance as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPA of 3.0 or better, and a B or better in MAL 4020. A final grade of B or better must be earned in this course to meet degree requirements.

ICT 4902 Capstone Seminar (4 Credits)
The Capstone Seminar is a graduate seminar in which students utilize the knowledge and skills gained through the degree program to create a culminating work that critically addresses a problem or issue in the degree field of study. The student produces a paper of 7000-8000 words that presents a position on a relevant problem or issue, supports the position with professional and academic work in the field, analyzes and tests the paper position, and discusses the role of the findings within the field of study. The seminar is dependent upon collegial discussion of student research and work under the facilitation of a faculty member, and it is governed by the quality of participation and contributions of the students. The course structure, facilitated by the faculty member, guides the students through the process of independent research and writing of a capstone paper; the instructor provides intensive feedback on the capstone process and papers. Students are responsible for generating the course content through ongoing discussion of and peer feedback on the capstone process and individual papers, as well as the analysis and contextualization of focused students papers within the wider degree field of study. Students professionally and academically communicate their findings through written work and oral presentations. Students must have: unconditional acceptance as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPS of 3.0 or better, and a B or better in MAL 4020. A final grade of B or better must be earned in this course to meet degree requirements. Students must complete the Capstone Seminar in one quarter; no incomplete grades are assigned.

ICT 4904 Interdisciplinary Capstone Seminar (4 Credits)
The Interdisciplinary Capstone Seminar is a graduate seminar in which students utilize the knowledge and skills gained through the degree program to create a culminating work that critically addresses a problem or issue in the degree field of study. Members of the class will include students from various UCOL programs, representing multiple topics of study. On campus offerings of this course include required online components. The student produces a paper of 7000-8000 words that presents a position on a relevant problem or issue, supports the position with professional and academic work in the field, analyzes and tests the paper position, and discusses the role of the findings within the field of study. Students professionally and academically communicate their findings through written work and oral presentations. The seminar is dependent upon active and collegial discussion and critique of student research and work under the facilitation of a faculty member, and it is governed by the quality of participation and contributions of the students. Students must have: unconditional acceptance as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPA of 3.0 or better, and a B or better in MAL 4020. A final grade of B or better must be earned in this course to meet degree requirements. Students must complete the Capstone Seminar in one quarter; no incomplete grades are assigned.

ICT 4980 Internship (4 Credits)
The ICT internship is designed to offer students a practical educational experience in an industry related setting. The internship is an individualized learning experience that is directly related to the knowledge and skills covered in the ICT master’s degree program. Students are responsible for finding their own internship site and proposing their internship ideas. University College will send notification to all ICT students if they hear of internship possibilities. Students may also work through the DU career center to explore opportunities for internship experiences. The objectives, activities, responsibilities, and deliverables for the internship are defined in a training plan that is developed by the student jointly with the internship supervisor at the sponsoring organization. The training plan is approved by the academic director. Prerequisites: The student must be unconditionally accepted in the ICT degree program, have completed a minimum of 28 hours of graduate coursework, including at least two core courses, and have earned a GPA of 3.0 or better. Enrollment must be approved by the academic director.
ICT 4991 Independent Study (1-4 Credits)
This is an advanced course for students wishing to pursue an independent course of study. The student must be accepted in a degree program, have earned a grade point average of 3.0 or better, obtained the approval of the department director, and have completed the Independent Study form and filed the form with all appropriate offices before registering for the independent study. Independent Study is offered only on a for-credit basis.

ICT 4992 Directed Study (1-4 Credits)
This is an advanced course for students wishing to pursue a directed course of study. The student must be accepted in a degree program, have earned a grade point average of 3.0 or better, obtained the approval of the department director, and have completed the Directed Study form and filed the form with all appropriate offices before registering for the directed study. Directed Study is offered only on a for-credit basis.

Intermodal Transportation Institute
Office: Intermodal Transportation Institute
Mail Code: 2400 S. Gaylord Street, Denver, CO 80208
Phone: 303-871-7449
Email: du-iti@du.edu
Web Site: http://www.du.edu/transportation/

Master of Science in Intermodal Transportation Management
The University of Denver offers an MS in Intermodal Transportation Management designed to prepare transportation professionals for leadership roles in the transportation, supply chain, and logistics industries, which are becoming increasingly intermodal, international, and interdependent. This professionally-oriented degree combines a rigorous academic program delivered by highly-qualified industry practitioners and faculty with insight from a board of directors composed of transportation industry leaders, thereby ensuring that course content remains relevant and current. Throughout the program, students learn to effectively address the wide-ranging management and business challenges facing today's global transportation industry while gaining an understanding of the broad range of transportation modes and options available to meet these challenges.

The program's unique format - a week-long, on-campus residency held each quarter for five consecutive quarters - allows students to continue working full-time while earning their graduate degree. It also affords students professional networking opportunities that offer significant professional advantages for the future. Upon earning a Master of Science in Intermodal Transportation Management from the Intermodal Transportation Institute at the University of Denver, program participants join a group of distinguished alumni who have gone on to play pivotal roles in the transportation industry.

Master of Science in Intermodal Transportation Management
• Bachelor’s degree from an accredited institution
• Five years mid-to-senior-level management

Master of Science in Intermodal Transportation Management
Degree Requirements
Coursework Requirements
Students must complete 60 quarter hours of coursework credit.

Core coursework requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
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<td>TRAN 4010</td>
<td>Introduction to Transportation Systems</td>
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<td>TRAN 4320</td>
<td>Transportation Management, Leadership and Values</td>
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<td>TRAN 4330</td>
<td>Principles of Supply Chain: Management and Technologies</td>
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<td>TRAN 4080</td>
<td>Transportation Law and Regulation: Domestic and International</td>
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<tr>
<td>TRAN 4020</td>
<td>Transportation Economics</td>
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<td>TRAN 4710</td>
<td>Transportation Finance</td>
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<tr>
<td>TRAN 4030</td>
<td>Quantitative Tools for Transportation Management</td>
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<tr>
<td>TRAN 4060</td>
<td>Transportation Marketing and Sales Tools</td>
<td>4</td>
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<tr>
<td>TRAN 4340</td>
<td>Supply Chain Strategy</td>
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<td>TRAN 4610</td>
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<td>TRAN 4700</td>
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<td>TRAN 4050</td>
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<td>TRAN 4920</td>
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<tr>
<td>TRAN 4950</td>
<td>Intermodal Business Planning Project</td>
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Courses

TRAN 4010 Introduction to Transportation Systems (2 Credits)
This course discusses the history and present condition of the transportation sector, its significance in the modern world, and contemporary ethical, economic, socio-political, and sustainable development issues. All modes (rail, motor carrier, air, water, pipeline, private automobiles, and urban transit) will be presented. Engineering aspects, such as design and technologies, including intelligent transportation systems, as well as managerial, strategic, and policy issues will be introduced. The emerging patterns of intermodalism for both passengers and freight will be discussed.

TRAN 4020 Transportation Economics (4 Credits)
The fundamental concepts, theories, and methodologies of transportation economics are addressed with particular reference to intermodalism. These include transport demand and forecasting, transport costs and cost analysis, pricing of transport services, infrastructure pricing and investment, market structure in regulated and deregulated industries, and project evaluation. The costs and benefits of intermodalism and sustainability will be analyzed in depth.

TRAN 4030 Quantitative Tools for Transportation Management (4 Credits)
This course will introduce regression and forecasting demand; dedicated software; industrialized data set with variables. Also addressed in the course will be linear programming models including transportation related cost minimization programs, warehousing and building models for analyzing a distribution system as well as decision making skills. Simulation/optimization as a methodology with pertinent software will be used. Additionally, the impact of technology upon the transportation industry will be presented.

TRAN 4050 Intermodal Transportation Systems (4 Credits)
Students will be introduced to all aspects of intermodal transportation and to the current issues affecting decision making in this area. The course will cover the history of intermodal transport, the barriers and facilitators to its development, its present condition in the US and throughout the world, and its future prospects. Specific topics to be discussed include system infrastructure of the future, connectivity and intermodal connections, terminals/ports and equipment, containerization, standardization, communication and other technologies, competitive issues, intelligent transportation systems, the civilian/military interface, and the issue of sustainability. The practical impact of information technology and emerging technologies will be addressed using models with coordination between models.

TRAN 4060 Transportation Marketing and Sales Tools (4 Credits)
The marketing mix is presented as it relates to both freight and passenger transportation services. Demand forecasting and market analysis for transportation markets. Understanding capacity, marginal costs of capacity market segmentation, pricing capacity and revenue maximization within available capacity constraints will be addressed. Customer service is discussed fully in terms of understanding both the freight- and passenger-customer perspectives and relating this information to marketing and management decision making, especially with regard to the intermodal industry.

TRAN 4070 US and International Law (4 Credits)
This course will survey the main issues facing transportation professionals in managing and operating a safe and secure intermodal transportation system. Particular attention will be given to labor and management practices that have proven effective in addressing these issues and to their potential for intermodal transportation. Topical content will include the history of labor relations, fatigue in transportation, personnel safety, ergonomics, negotiation strategies, ethical issues, security issues, and others.

TRAN 4080 Transportation Law and Regulation: Domestic and International (4 Credits)
This course addresses the history of transportation and its regulation, constitutional law, regulatory agencies and administrative procedures, railroad regulation, motor carrier regulation, taxicab regulation, air carrier regulation, pipeline regulation, carrier liability (passengers and cargo), labor law, safety regulation, environmental law, antitrust law, and disabilities law as well as issues of intermodalism.

TRAN 4310 Freight Transportation (4 Credits)
This course will teach students the organization of the freight transportation sector of the American economy with particular reference to contemporary managerial problems and strategy issues. The students will study each of the five modes of freight transportation in depth-rail, motor carrier, air, water, and pipelines. The historical development, economic characteristics, technologies, sustainability, and future prospects of each of the modes in terms of the development of a system will be addressed.

TRAN 4320 Transportation Management, Leadership and Values (4 Credits)
This course will address personal behavior; understanding yourself as a leader and organizational behavior issues such as organizational structures, motivation, power and politics, culture and change management. The course will focus on ways of dealing more effectively with the organizational upheaval that comes with change, including planning and information-sharing techniques to help keep your team focused on solutions. Developing leaders- creating a vision, gathering resources, motivating others, handling conflict- together with advice about how to create a climate that encourages others to take initiative and develop their own potential will be a vital part of the course. Strategies in human resource with a system level macro focus will be discussed.
TRAN 4330 Principles of Supply Chain: Management and Technologies (4 Credits)
This course will assist students in gaining awareness, knowledge, and understanding of the distribution patterns and relationships that play a key role in determining company success. We will view perspectives within the context of the global marketplace and across both freight and passenger transportation. We will address external value chains and internal value chains; stakeholder relationship management; the supply chain and the demand chain complexities; strategies of E-business; the strategic use of IT; strategic planning to gain a competitive advantage; end-to-end supply chain visibility and the strategic use of technologies in the enterprise-wide system.

TRAN 4340 Supply Chain Strategy (4 Credits)
Expanding on the Principles of Supply Chain: Management and Technologies course, Supply Chain Strategy gives participants an understanding of more specific tactics to improve supply chain efficiencies with coverage of global as well as domestic issues. Participants learn the key financial aspects of supply chain management that impact the company. Additionally, current trends in supply chain management, including applicable global trends, are covered.

TRAN 4610 Passenger Transportation Systems (4 Credits)
This course is designed to provide a thorough immersion in the major modes of passenger transportation and the ways in which they are being linked to form an intermodal system. Intercity and intracity transportation modes will be examined. The historical development, economic characteristics, technologies, sustainability, and future prospects of each of the modes in terms of development of an intermodal system will be addressed.

TRAN 4700 Topics in Global Trade (4 Credits)
Specialized topics in Intermodal Transportation.

TRAN 4710 Transportation Finance (4 Credits)
This finance course focuses on the transportation managers ability to understand and analyze financial statements. Topics covered will be the basics of major accounting statements, income and balance sheets, use of operating leverage, ratio analysis to determine relative performance of companies and the industry individual modes and across modes. An emphasis will be placed on time value of money and capital expenditure analysis and decision models for capital budgeting. Exploring markets and the sources of financial capital, securities, public and private financing will be discussed.

TRAN 4910 Intermodal Travel Seminar (2 Credits)
This course will provide exposure to real-world issues and problems in the intermodal transportation industry through an intensive four-to-seven-day onsite visit to a major transportation facility in North America. The course will include research and data gathering prior to the actual visit and will result in team projects with the final presentations being made during the final Quarter.

TRAN 4920 Leadership Development Planning Project (4 Credits)
The purpose of this course is to provide students with the opportunity to develop from the program a personal leadership development plan. Capitalizing on the knowledge gained through-out the program and how it relates to them personally, the student will develop a leadership plan which benefit them as intermodal transportation leaders of the future.

TRAN 4950 Intermodal Business Planning Project (1-8 Credits)
This course will provide exposure, identification of, and the problem solving of real-world issues and problems in the intermodal transportation industry. Students, in cooperation with their organization, will identify a challenge or situation within their own sponsoring organization and then develop a problem solving business plan with a defined outcome for the identified situation.

TRAN 4991 Independent Study (1-10 Credits)

Leadership and Organizations

Office: University College Student Support Center
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Phone: 303-871-2291, 800-347-2042
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Web Site: http://www.universitycollege.du.edu

Certificate in Leadership and Organizations with a concentration in Human Capital Organizations

The graduate certificate in Human Capital in Organizations concentration is offered entirely online to meet the needs of busy adults seeking to expand their skillset or credentials to include leadership knowledge on managing human capital. Certificate students will learn to lead, determine, cultivate, and maintain the symbiotic relationship between individuals and the organizations they work for. The graduate certificate in Human Capital in Organizations concentration prepares students to ethically develop and maintain human capital while learning the best practices to do so. Strategic human capital can be the winning element of a successful organization; master the process of developing and retaining employees to engage and achieve objectives, innovate, and maximize organizational and individual success.

Explore knowledge and information management, communication tactics, vertical and horizontal partnerships, and organizational learning to promote the successful development of capital. Led by instructors who work in the field they teach in, certificate classes introduce students to innovative and creative approaches to structuring and sustaining the development of human capital. Students will define the attributes, challenges, and advantages of human
capital and strategies for leveraging each while integrating personal and organizational achievement. Credits earned through this graduate certificate may apply toward a master’s degree in Leadership and Organizations.

This certificate prepares students to:

- Describe partnerships both vertically and horizontally
- Define the attributes, challenges, and advantages of human capital and strategies for leveraging each
- Describe the integration of knowledge management and organizational learning as a concept for integrating personal and organizational success
- Define the opportunities, challenges and options to have employees participate in decision making through the use of various techniques
- Discuss best practices in ethically developing and maintaining human capital

Leadership and Organizations Outcomes

This program prepares students to:

- Identify a clear mission and lead the dynamic process of translating a mission to a series of goals and outcomes
- Utilize the knowledge of an organization’s most important resource, people, in the creation and transmission of knowledge and economic, cultural, and technological change
- Align mission, vision, people, resources, and goals to maximize success and value over time for an organization
- Design and implement processes and content in organizations to meet the description of organizational excellence, which includes strong leadership and relationships

CERTIFICATE IN LEADERSHIP AND ORGANIZATIONS With a Concentration in Philanthropic LEADERSHIP

The graduate certificate in Philanthropic Leadership concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Students will learn to develop fundraising and philanthropic strategy and implementation techniques as you learn to manage a non-profit or charitable organization development function. The certificate in Philanthropic Leadership concentration prepares students to lead dynamic organizations and strengthen an organization’s reputation, build vital support through strong and lasting leadership, and sustain donor relationships resulting in a robust development function.

Certificate students learn from faculty who work in the field they teach as they provide students with industry insight to help them thrive in the tight-knit field of development and fundraising. From budget planning to legal issues, useful technology to ethics, the practical guidance provided in the certificate program will prepare non-profit leaders with the knowledge and skills needed to succeed as professional development leaders in the philanthropic sector. Credits earned through this graduate certificate may apply toward a master’s degree in Leadership and Organizations.

This certificate prepares students to:

- Describe the processes and content of organizations that meet the description of philanthropic organizational excellence
- Explain or develop the organization’s policy as it relates to donor relationships and local, state, and federal requirements
- Develop a greater level of personal and professional cultural competence
- Identify donor support that aligns with the ethics, mission, vision, and values of the organization
- Compare and contrast different fundraising strategies, including grants, major gifts, planned giving, and annual campaigns
- Evaluate and select the most effective structure for an organization for fundraising
- Develop and critique the current roles of staff, board, and volunteers and contrast it to ‘best practice’ analysis

Leadership and Organizations Outcomes

This program prepares students to:

- Identify a clear mission and lead the dynamic process of translating a mission to a series of goals and outcomes
- Utilize the knowledge of an organization’s most important resource, people, in the creation and transmission of knowledge and economic, cultural, and technological change
- Align mission, vision, people, resources, and goals to maximize success and value over time for an organization
- Design and implement processes and content in organizations to meet the description of organizational excellence, which includes strong leadership and relationships

Certificate in Leadership and Organizations with a concentration in Strategic Innovation & Change

The graduate certificate in Strategic Innovation and Change concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Students will learn tactical innovation and change management using vision, values, and
mission as an overall guide. Led by professional practitioners who work in the fields they teach, leadership classes provide professionals the skills to manage change, encourage innovation, and develop effective strategic initiatives while fulfilling an organization's mission.

Students will explore the change theories and concepts required for effective and ethical change leadership while understanding how the relationships within an organization are affected. Certificate students can expect to develop environmental scanning skills to identify and evaluate external factors that affect an organization on a micro or macro level and prepare them to be solution-oriented leaders. Organizations are analyzed from the viewpoint of strategic alignment of their critical frameworks of operation including financial management, budget, and planning. The concept of innovation not being a one-time event, but instead an organizational view and structure as part of an organizational strategy, will be explored. Credits earned through this graduate certificate may apply toward a master's degree in Leadership and Organizations.

This certificate prepares students to:

• Define the role of mission, vision, values, and goals as a start of strategic planning
• Articulate and discuss the advantages and limitations of the strategic planning process
• Identify the areas to be addressed in implementing innovation and change; customers, competitors, suppliers, technology
• Explore the change theories and concepts and skills required for effective and ethical change leadership and how the relationships within an organization are affected
• Discuss how financial management and budget and planning need to align with the vision, values, and goals of an organization

Leadership and Organizations Outcomes

This program prepares students to:

• Identify a clear mission and lead the dynamic process of translating a mission into a series of goals and outcomes
• Utilize the knowledge of an organization's most important resource, people, in the creation and transmission of knowledge and economic, cultural, and technological change
• Align mission, vision, people, resources, and goals to maximize success and value over time for an organization
• Design and implement processes and content in organizations to meet the description of organizational excellence, which includes strong leadership and relationships

Master of Professional Studies in Leadership and Organizations with a concentration in Human Capital Organizations

The Human Capital in Organizations master's degree concentration is offered entirely online to meet the needs of busy adults. Students will learn to determine, cultivate, and maintain the symbiotic relationship between individuals and the organizations they work for. Strategic human capital can be the winning element of a successful organization; master the process of developing and retaining employees to engage and achieve objectives, innovate, and maximize organizational and individual success. The master's degree concentration in Human Capital in Organizations prepares students to ethically develop and maintain human capital while learning the best practices to do so.

Led by instructors who work in the field they teach in, classes introduce students to innovative and creative approaches to structuring and sustaining the development of human capital. Students explore knowledge and information management, communication tactics, vertical and horizontal partnerships, and organizational learning to promote the successful development of capital. Students will define the attributes, challenges, and advantages of human capital and strategies for leveraging each while integrating personal and organizational achievement. Customize your Leadership and Organizations master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to:

• Describe partnerships both vertically and horizontally
• Define the attributes, challenges, and advantages of human capital and strategies for leveraging each
• Describe the integration of knowledge management and organizational learning as a concept for integrating personal and organizational success
• Define the opportunities, challenges and options to have employees participate in decision making through the use of various techniques
• Discuss best practices in ethically developing and maintaining human capital

Leadership and Organizations Outcomes

This program prepares students to:

• Identify a clear mission and lead the dynamic process of translating a mission into a series of goals and outcomes
• Utilize the knowledge of an organization's most important resource, people, in the creation and transmission of knowledge and economic, cultural, and technological change
• Align mission, vision, people, resources, and goals to maximize success and value over time for an organization
• Design and implement processes and content in organizations to meet the description of organizational excellence, which includes strong leadership and relationships

**Master of Professional Studies in Leadership and Organizations with a concentration in Philanthropic Leadership**

The Philanthropic Leadership master's degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults seeking fundraising and philanthropic strategy and implantation techniques. Designed specifically for professionals who currently or aspire to manage a non-profit or charitable organization development function, the master's in Leadership and Organizations with a concentration in Philanthropic Leadership prepares students to lead dynamic organizations. Students will learn to strengthen and enhance their organization's reputation, build vital support through strong and lasting leadership, and sustain donor relationships resulting in a robust development function with a master's degree.

Leadership classes are led by faculty who work in the field they teach and provide students industry insight to help them thrive in the tight-knit field of development and fundraising. Students will learn strategies of fiscal responsibility and transparency that lead to community support, and identify the goals and plans necessary to uphold a successful organization. From budget planning to legal issues, useful technology to ethics, the practical guidance provided in the master's concentration in Philanthropic Leadership at University College will prepare non-profit leaders with the knowledge and skills needed to succeed as professional development leaders in the philanthropic sector. Customize your Leadership and Organizations master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to:

• Describe the processes and content of organizations that meet the description of philanthropic organizational excellence
• Explain or develop the organization's policy as it relates to donor relationships and local, state, and federal requirements
• Develop a greater level of personal and professional cultural competence
• Identify donor support that aligns with the ethics, mission, vision, and values of the organization
• Compare and contrast different fundraising strategies, including grants, major gifts, planned giving, and annual campaigns
• Evaluate and select the most effective structure for an organization for fundraising
• Develop and critique the current roles of staff, board, and volunteers and contrast it to 'best practice’ analysis

**Leadership and Organizations Outcomes**

This program prepares students to:

• Identify a clear mission and lead the dynamic process of translating a mission in to a series of goals and outcomes
• Utilize the knowledge of an organization's most important resource, people, in the creation and transmission of knowledge and economic, cultural, and technological change
• Align mission, vision, people, resources, and goals to maximize success and value over time for an organization
• Design and implement processes and content in organizations to meet the description of organizational excellence, which includes strong leadership and relationships

**Master of Professional Studies in Leadership and Organizations with a concentration in Project Management**

The Project Management master's degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Students receive hands-on, practical instruction from professional practitioners who work in the fields they teach on the tools and techniques of effective project management. Students will learn how to develop a clear plan that places a project in the context of an organization's strategic plan, while considering budgetary, scheduling, and human capital implications.

The content for the Project Management concentration has been developed to parallel the Project Management Institute's (PMI® Project Management Body of Knowledge (PMBOK®) Guide. It covers all of the relevant areas and prepares the student to do well on the PMI® Project Management Professional (PMP) Certification Exam. In addition, the master's degree concentration provides practical experience in using the tools and techniques of effective project management. You'll learn the basic principles of project management and become proficient in the use of project management software and understand how to develop a plan that clearly places a project in the context of an organization's strategic plan.

This degree prepares students to:

• Understand the basic principles of project management and become proficient in the use of project management software
• Be prepared to deal with the legal ramifications of running a complex project
• Develop a comprehensive risk management plan for a project
• Manage the complexity inherent in large-scale projects
• Develop a plan that clearly places a project in the context of an organization’s strategic plan
• Prepare to pass the PMI® Project Management Professional (PMP®) Certification Exam

Leadership and Organizations Outcomes
This program prepares students to:
• Identify a clear mission and lead the dynamic process of translating a mission into a series of goals and outcomes
• Utilize the knowledge of an organization’s most important resource, people, in the creation and transmission of knowledge and economic, cultural, and technological change
• Align mission, vision, people, resources, and goals to maximize success and value over time for an organization
• Design and implement processes and content in organizations to meet the description of organizational excellence, which includes strong leadership and relationships

Master of Professional Studies in Leadership and Organizations with a concentration in Strategic Innovation & Change
The Strategic Innovation and Change master’s degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Students will learn tactical innovation and change management using vision, values, and mission as an overall guide. Led by professional practitioners who work in the fields they teach, leadership classes provide professionals the skills to manage change, encourage innovation, and develop effective strategic initiatives while fulfilling an organization’s mission.

Students can expect to develop environmental scanning skills to identify and evaluate external factors that affect an organization on a micro or macro level and prepare them to be solution-oriented leaders. While learning to take advantage of current realities and seize opportunities for an organization through strategy, degree seekers will explore the change theories and concepts required for effective and ethical change leadership while understanding how the relationships within an organization are affected.

The importance of mission and vision is discussed throughout the Strategic Innovation and Change master’s degree concentration. Customize your Leadership and Organizations master’s degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to:
• Define the role of mission, vision, values, and goals as a start of strategic planning
• Articulate and discuss the advantages and limitations of the strategic planning process
• Identify the areas to be addressed in implementing innovation and change; customers, competitors, suppliers, technology
• Explore the change theories and concepts and skills required for effective and ethical change leadership and how the relationships within an organization are affected
• Discuss how financial management and budget and planning need to align with the vision, values, and goals of an organization

Leadership and Organizations Outcomes
This program prepares students to:
• Identify a clear mission and lead the dynamic process of translating a mission into a series of goals and outcomes
• Utilize the knowledge of an organization’s most important resource, people, in the creation and transmission of knowledge and economic, cultural, and technological change
• Align mission, vision, people, resources, and goals to maximize success and value over time for an organization
• Design and implement processes and content in organizations to meet the description of organizational excellence, which includes strong leadership and relationships

MASTER’S DEGREE ADMISSION
Admission Criteria
A regionally accredited baccalaureate degree is required for admission. Applicants must have a minimum grade point average (GPA) of 3.0 on a 4.0 scale (or equivalent) in their undergraduate work from a regionally accredited degree-granting institution for full admission. Applicants whom University College believes may successfully engage in graduate work, but who have not met the previously stated GPA requirement, may be admitted to a degree program on a provisional basis. The GMAT and GRE are NOT required.

Admission Process
Master’s degree applications are reviewed for admission on a quarterly basis. Applications and all supplemental materials must be submitted online; with the exception of transcripts, which must be received by the stated application deadline (requests for accommodation may be granted). Applicants will
be notified of a decision via email and standard mail approximately two weeks following the application deadline. Detailed application information and application deadlines are located on the University College website (http://universitycollege.du.edu/answers/admission/certificate.cfm).

- **Application**: Applicants must complete the application online (http://myweb.du.edu).
- **Application Fee**: A $75 non-refundable application fee is required for an application to be processed.
- **One Official Transcript from each Post-Secondary Institution**: Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where 2 quarter hours (or one semester hour) or more were completed. This includes transcripts for credit earned as transfer work and study abroad.
- **Two Letters of Recommendation**: Two confidential letters of recommendation are required.
- **Statement of Purpose**: A personal statement (two pages double spaced) is required. The statement should include information on how the degree will enhance career plans and meet educational goals. Sharing personal experiences, abilities, achievements, and goals is encouraged. This document has considerable influence in the decision to admit applicants with attention given to written communication skills.
- **Résumé/Curriculum Vitae (CV)**.
- **Degree Plan**: The degree plan, detailing courses for the academic program, is required to complete the admission process and can be completed through the University College online Degree Builder (http://universitycollege.du.edu/DegreeBuilder/Student/ChooseDegree.aspx) tool.
- **Language Proficiency**: Applicants whose native language is not English or who have been educated in countries where English is not the native language, regardless of citizenship, must provide official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). The TOEFL and IELTS scores are valid for two years from the test date. Applicants may be exempt from English proficiency test requirements if they have earned a post-secondary degree from a recognized/accredited university where the language of instruction and examination is English.
- **Proof of Permanent Residency**: Permanent Residents must provide a copy of their Registration Alien Card (green card).
- **Admission Interview**: An interview may be required at the program director’s request.
- **International Applicants**: Additional requirements are listed below for international applicants.

## CERTIFICATE ADMISSION

### Admission Criteria

A regionally accredited baccalaureate degree is required for admission. Applicants must have a minimum grade point average (GPA) of 3.0 on a 4.0 scale (or equivalent) in their undergraduate work from a regionally accredited degree-granting institution for full admission. Applicants whom University College believes may successfully engage in graduate work, but who have not met the previously stated GPA requirement, may be admitted to a degree program on a provisional basis. The GMAT and GRE are **NOT** required.

### Admission Process

Certificate applications are reviewed for admission on a quarterly basis. Applications and all supplemental materials must be submitted online; with the exception of transcripts, which must be received by the stated application deadline (requests for accommodation may be granted). Applicants will be notified of a decision via email and standard mail approximately two weeks following the application deadline. Detailed application information and application deadlines are located on the University College website (http://universitycollege.du.edu/answers/admission/certificate.cfm).

- **Application**: Applicants must complete the application online (http://myweb.du.edu).
- **Application Fee**: A $50 non-refundable application fee is required for an application to be processed.
- **One Official Transcript from each Post-Secondary Institution**: Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where 2 quarter hours (or one semester hour) or more were completed. This includes transcripts for credit earned as transfer work and study abroad.
- **Certificate Plan**: The certificate plan, detailing courses for the academic program, is required to complete the admission process and can be completed through the University College online Degree Builder (http://universitycollege.du.edu/DegreeBuilder/Student/ChooseDegree.aspx) tool.
- **Language Proficiency**: Applicants whose native language is not English or who have been educated in countries where English is not the native language, regardless of citizenship, must provide official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). The TOEFL and IELTS scores are valid for two years from the test date. Applicants may be exempt from English proficiency test requirements if they have earned a post-secondary degree from a recognized/accredited university where the language of instruction and examination is English.
- **Proof of Permanent Residency**: Permanent Residents must provide a copy of their Registration Alien Card (green card).
- **Admission Interview**: An interview may be required at the program director’s request.
- **International Applicants**: Additional requirements are listed below for international applicants.
INTERNATIONAL ADMISSION

International applicants must comply with all requirements set forth for domestic applicants and supplement their application with additional documentation. International applicant information, including admission deadlines and the International Applicant Checklist, is available on the University College website (http://universitycollege.du.edu/answers/admission/international.cfm).

Admitted international applicants whose native language is not English are required to attend University College’s International Preparation Week (http://universitycollege.du.edu/answers/admission/international.cfm) prior to attending courses at University College.

University College will consider graduate applicants who have earned three-year baccalaureate degrees from 15-year education systems. The school from which the applicant has earned the degree must be a formally recognized or regionally accredited institution of higher learning, as determined by the University Of Denver Office Of International Student Admission. Admission policy and procedures for applicants holding three-year baccalaureate degrees is the same as for other international applicants with one exception: applicants with a three-year degree are not eligible for English Conditional Admission. Priority consideration will be given to those with a minimum of three year’s work experience.

Additional Admission Requirements for International Applicants

- **English Proficiency:** All internationally educated applicants whose native language is not English are required to submit proof of English Language Proficiency regardless of citizenship and/or U.S. residency.

  1. **TOEFL:** A minimum score of 550 (paper based), 213 (computer based), or 80 (Internet based) is required for admission consideration. Generally, applicants should achieve at least 20 in all TOEFL subscores on the internet-based exam. TOEFL score reports older than two years from the date of application are not acceptable for admission consideration.

  2. **Academic IELTS:** A score of 6.5 or higher is required to be considered for admission. Each individual band score must be 6.0 or higher. IELTS score reports older than two years from the date of application are not acceptable for admission consideration.

- **Possible Exemptions:** International applicants may be exempt from the TOEFL/Academic IELTS requirement if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the entire language of instruction and examination is in English.

- **English Conditional Admission (ECA):** Master's degree applicants who do not meet the required level of English proficiency may be considered for conditional acceptance if all other admission criteria are met. Prior to enrolling in any graduate-level coursework, ECA requires an evaluation by the University of Denver's English Language Center (ELC) and successful completion of intensive ELC English courses including the Graduate Preparation Program. Academic classes may not be taken while students are enrolled at the English Language Center. Graduate certificate students may not be admitted through ECA. As an alternative to the English Language Center, an applicant may become fully admitted by submitting sufficient TOEFL/Academic IELTS scores.

- **Official Transcripts and Translations:** International applicants should submit official transcripts printed in the official language of instruction of their institution. Certified English translations must accompany all transcripts except for those provided by institutions that issue documents in English.

- **Photocopy of Diploma/Degree Certification and Appropriate Translations:** Applicants who have earned a degree outside the U.S. must submit proof of graduation through a degree certificate or diploma along with all appropriate official translations.

- **A Photocopy of Current Passport:** Applicants must provide a copy of the photograph and legal name page of their passport. This is required before an I-20 can be issued by the University of Denver.

- **The Supplemental Information Form (SEVIS Supplement):** Applicants who are not U.S. Citizens or permanent residents must complete the SEVIS form.

- **Financial Verification Form:** Applicants seeking an I-20 student visa must submit financial verification documents.

Certificate in Leadership and Organizations with a Concentration in Human Capital Organizations

Certificate Requirements

Coursework Requirements

**Concentration requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ORL 4160</td>
<td>Integrating Personal and Organizational Success</td>
<td>4</td>
</tr>
<tr>
<td>ORL 4170</td>
<td>Developing Human Capital in Organizations</td>
<td>4</td>
</tr>
<tr>
<td>ORL 4190</td>
<td>Value Driven Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>ORL 4550</td>
<td>Strategic Organizational Partnerships</td>
<td>4</td>
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**Elective requirements**

Select two of the following:

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ORL 4420</td>
<td>Leading Change for Transformation</td>
</tr>
<tr>
<td>ORL 4530</td>
<td>Leading a Culture of Organizational Innovation</td>
</tr>
<tr>
<td>ORL 4980</td>
<td>Internship</td>
</tr>
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<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>ORL 4600</td>
<td>Philanthropy Roles and Practices</td>
</tr>
<tr>
<td>ORL 4615</td>
<td>Principles of Finance for Fundraising</td>
</tr>
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</tr>
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<td>Leadership Development</td>
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<td>ORL 4520</td>
<td>Financial Applications in Organizations</td>
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**Total Credits**: 24

### Certificate in Leadership and Organizations with a Concentration in Philanthropic Leadership

#### Certificate Requirements

#### Coursework Requirements

**Concentration requirements**

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**Elective requirements**

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**Total Credits**: 24

### Certificate in Leadership and Organizations with a Concentration in Strategic Innovation & Change

#### Certificate Requirements

#### Coursework Requirements

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Total Credits: 24

**Master of Professional Studies in Leadership and Organizations with a Concentration in Human Capital Organizations**

**Degree Requirements**

**Coursework Requirements**

**Core coursework requirements**

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<td>4</td>
</tr>
<tr>
<td>MALS 4020</td>
<td>Graduate Research and Writing</td>
<td>4</td>
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<tr>
<td>ORL 4901</td>
<td>Capstone Project</td>
<td>4</td>
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<tr>
<td>or ORL 4902</td>
<td>Topics in Organizational Leadership</td>
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**Concentration requirements**

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**Elective requirements**

Select three of the following:

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</table>

Total Credits: 48

Students may choose from the elective options above, or they may work with their advisor to choose electives from the Related or Flexible options for their elective courses.

Students will work with their personal academic advisor to determine the best set of courses to choose from the Related Option. The Related Option allows students to choose from a predetermined group of subject areas from other concentrations that have been identified as most likely relating to their concentration area.
Leadership and Organizations

Students will work with their personal academic advisor to determine the best set of courses to choose from the Flexible Option. The Flexible Option allows students to choose from a pool of courses that have been designated for this option. Courses may be from different concentration areas and students will need to obtain approval from the academic director to pursue this option.

Non-coursework Requirement
Capstone Project (or successful completion of Topics in Organizational Leadership)

Master of Professional Studies in Leadership and Organizations with a Concentration in Philanthropic Leadership

Degree Requirements
Coursework Requirements

Core coursework requirements

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Concentration requirements

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Elective requirements

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Non-coursework Requirement
Capstone Project (or successful completion of Topics in Organizational Leadership)
Master of Professional Studies in Leadership and Organizations with a Concentration in Project Management

Degree Requirements

Coursework Requirements

Core coursework requirements

<table>
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Concentration requirements

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<tbody>
<tr>
<td>ICT 4100</td>
<td>Principles of Project Management</td>
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</tr>
<tr>
<td>ICT 4105</td>
<td>Project Contracts and Procurement</td>
<td>4</td>
</tr>
<tr>
<td>ICT 4110</td>
<td>Project Management Tools and Techniques</td>
<td>4</td>
</tr>
<tr>
<td>ICT 4115</td>
<td>Project Management Dynamics</td>
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<td>Managing Technology for Strategic Value</td>
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<tr>
<td>ICT 4155</td>
<td>Strategic Alliances</td>
<td></td>
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<tr>
<td>ICT 4160</td>
<td>Contemporary Views and Advanced Methods for Complex Projects</td>
<td></td>
</tr>
<tr>
<td>ORL 4170</td>
<td>Developing Human Capital in Organizations</td>
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Non-coursework Requirement

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Master of Professional Studies in Leadership and Organizations with a Concentration in Strategic Innovation & Change

Degree Requirements

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Non-coursework Requirement

Capstone Project (or successful completion of Topics in Organizational Leadership)

Leadership Org Studies Courses

Organizational Leadership Courses

ORL 4160 Integrating Personal and Organizational Success (4 Credits)

This class explores the dynamics where the organization and the individual are successful and what is the role of the teacher. It analyzes options and opportunities, including the use of a systems thinking model, organizational learning, knowledge management, appreciative inquiry and building an ethical model for success at all levels of an organization; public, private or non-profit.
ORL 4170 Developing Human Capital in Organizations (4 Credits)
This course explores why, with the changes in the workforce, organizations; public, private, and nonprofit; are looking internally for innovation, creativity and strategic change. Based on the premise that organizations continue to evolve or they will become extinct, this course examines the reasons behind developing human capital and discusses concrete strategies for this development, in a sustaining and ethical manner. This course evaluates the advantage of a connected workforce; a shared mission, vision and information, knowledge, reward and communication structures. Stressing that people are an organization's most important resource, this course identifies the role of the leader in developing and retaining human capital.

ORL 4185 Enterprise Management (4 Credits)
The enterprise management course provides a contextual basis for the application of effective cross-functional management methods within the enterprise. The topics taught in this course come from the traditional academic areas of business, industrial engineering, applied statistics, and project management. This course is designed to present and integrate these fundamental knowledge areas into a multi-dimensional enterprise management knowledge base and skill set.

ORL 4190 Value Driven Decision Making (4 Credits)
This course explores both objective and subjective decision making models. Emphasis is placed on decision making and risk assessment for organizational effectiveness in public, private and nonprofit organizations. The rational approach is taught via maximization of expected outcomes and decision tree analysis. The irrational side of decision-making is covered through demonstrations and discussion of decision bias and judgment heuristics. The role of the leader is discussed.

ORL 4320 Understanding Cities: Services (4 Credits)
The delivery of municipal services involves multifaceted operations. This course examines the models and frameworks used in the administration of various city and county services, such as law enforcement; fire and emergency services; schools; social services; medical and hospital services; public health; and cultural, sports, entertainment and recreation services. This course draws on experts from local governments to describe current issues, unresolved problems, and promising solutions.

ORL 4330 Political Environments (4 Credits)
This course provides an in-depth examination of the components of political environments, including grassroots activism, political campaigns, the election process, boards, public forums, etc. Current events and case studies providing key examples will be explored to develop an understanding of political exchange and social change. The effects of public decision-making on collaboration will also be examined, and negotiation skills for engaging in political interactions will be identified and cultivated.

ORL 4340 Business and Community Entrepreneurship (4 Credits)
This course explores how businesses, not-for-profit organizations, and municipal government work together to create an atmosphere that supports entrepreneurship. Topics include regulations, taxation, economic development, business incentives, manpower development, and encouragement of trade, tourism, and convention business. Coordinating bodies such as trade associations and chambers of commerce are also explored. Strategic planning, entrepreneurial, and project management skills are developed through a collaborative course project.

ORL 4360 Community Change Processes (4 Credits)
Community change is omnipresent and can impact organizations and municipalities at every level, as well as individual citizens. Changes can involve technological advances, demographic changes, community issues, special interests, and workplace pressures. This course explores organizational change theories including change process and then various models employed to effectively implement change. It examines the impact of change on municipalities and its citizenry and explores practical change management methodologies. Students will explore creative and innovative techniques to conceptualize and plan community development initiatives as well as enhance leadership skills for communication and implementation.

ORL 4370 Comparative Financial Systems (4 Credits)
The financial systems of business, government, and not-for-profit organizations are described, compared, and contrasted. The revenue sources, limitations, and legal structures regulating financial operations are described, and the methods of controlling and reporting expenditures are examined. Processes for strategic planning, budget building, and auditing are explored as are the interactions of the three sectors on such matters as taxation, fundraising, and economic development. Methods used for public and private collaborations, such as tax increment financing and Certificates of Participation, along with other emerging financial tools, will be explored.

ORL 4380 Social Marketing Communication (4 Credits)
Social marketing applies commercial marketing concepts and tools to influence the behavior of target audiences to improve the quality of their lives and/ or the society of which they are a part. Although built on many of the same principles as commercial marketing, social marketing is distinctly different. This course explores the specialized practice of social marketing as an effective approach to promoting behavioral and social change. Using case studies and problem-based learning strategies, it examines relevant theories, concepts and practices considered by nonprofit organizations, government and corporations when seeking to effect behavioral changes that lead to measurable outcomes including community development, improved health, injury prevention and environmental protection.

ORL 4400 Leading Strategic Planning in Organizations (4 Credits)
Beginning with a clear mission, strategic planning is an iterative, dynamic process of translating the mission into a series of goals and outcomes in public, private, and nonprofit organizations. The organization's vision, values, mission and goals are the core of the process; strategic planning involves a series of options, understanding opportunities, evaluating risk, developing the plan and building in ethics, communication, implementation and evaluation. The strengths and limitations of rational planning processes are explored and strategies for coping with unintended consequences are developed. The role of the leader in this process is also discussed.
OHR 4410 Principles of Environmental Scanning (4 Credits)
Environmental scanning is the process of identifying and evaluating external factors that may affect an organization; public, private, or nonprofit; on either a micro or a macro level. The micro level includes the immediate and global competitive environment and the macro level encompasses external trends dealing with the economy, politics, social changes or technology. This course provides students the opportunity to develop a process for environmental scanning and learn to use tools to evaluate trends and the significance of a trend. Casual loop diagrams, systems archetypes and scenario planning are discussed. These tools are useful in all sectors.

OHR 4420 Leading Change for Transformation (4 Credits)
The only thing that is constant is change. Beginning with this premise, this class explores the exciting and opportunity filled world of change and transition. This course explores the basic change theories, concepts and skills required for effective and ethical change management in public, private and nonprofit organizations. Students examine the notion of breakpoint change, the various stages of individual and organizational change, essential relationships between leadership and management, and assorted organizational and management models for managing change. The concept of chaos or a chaotic organization for producing extraordinary results is discussed. The role of the leader in this process is analyzed.

OHR 4510 Building the 21st-Century Organization (4 Credits)
This course examines the purpose and roles of organizations in today’s global economy. The main focus is on the design and structure of organizations based on their industry; the internal and external environment; type of culture; degree of complexity and use of technology; routine and non-routine processes; size; and whether they are global, national or local. Differences between public, private and governmental organizations are illustrated. Organizational culture and its effect on ethics, change management, and innovation are examined. The sources of conflict in organizations are explained and students learn how power, political tactics, and collaboration can be used to resolve conflict. Contemporary challenges facing organizations are identified along with the design and structure options that help mitigate these challenges. Students develop an Organization Design Plan that enables a selected organization to effectively operate within its environment at optimal performance. Designing for performance, sustainability and innovation are key aspects of this course.

OHR 4520 Financial Applications in Organizations (4 Credits)
This course is designed to enable students to discover how basic financial concepts are similar and different across public, private and non-profit organizations. Students compare and contrast the use of these concepts and processes in different organizational types and structures.

OHR 4530 Leading a Culture of Organizational Innovation (4 Credits)
This course examines a proven process of innovation and how it applies to private, public and non-profit organizations; leading to entrepreneurship. The course identifies how organizational culture can have a positive or negative effect on innovation. The role of the leader is also discussed. Determining the right strategy for effective innovation and how to structure organizations to innovate best is explored. Students describe how to implement management systems to assess ongoing innovation, using metrics throughout the process, and determine how to incentivize innovation in work teams. Using the seven rules of innovation, students assess a selected organization on its degree of innovation and propose a plan for integrating innovation.

OHR 4550 Strategic Organizational Partnerships (4 Credits)
Partnerships extend the capability of the organization; public, private or nonprofit; and help to leverage available resources. Strategic partnerships also provide an alternative to vertical integration and a way to complement the organization's core competencies. This course defines and discusses the roles of various types of organizational partnerships, including internal and external, strategic partnerships, and joint ventures, and explores strategies for ethically managing these external and internal organizational relationships.

OHR 4580 Innovation and Entrepreneurial Development (4 Credits)
This course examines a proven process of innovation and how it applies to private, public and non-profit organizations, leading to entrepreneurship. The course identifies how organizational culture can have a positive or negative effect on innovation. Determining the right strategy for effective innovation and how to structure organizations to innovate best is explored. Students describe how to implement management systems to assess ongoing innovation, using metrics throughout the process, and determine how to incentivize innovation in work teams. Using the 7 rules of innovation, students assess a selected organization on its degree of innovation and propose a plan for integrating innovation.

OHR 4600 Philanthropy Roles and Practices (4 Credits)
This course discusses what defines excellence in organizations, especially in the non-profit and public organizations. This course explores and analyzes organizations from the standpoint of clarity of message, value to supporters, funders, users and staff; organizational structure, transparency to the supporters and funders, culture, and ethics. An evaluation of the organizational skills, systems, infrastructure and human resources complete the analysis. The organization that achieves excellence strengthens its fiscal position and reputation. The role of the leader in achieving excellence is discussed. Topics covered: history of philanthropy in the U.S.; Global philanthropy; Legal and tax considerations; Mission driven organizations; Nonprofit boards; Differences of nonprofit driven services for a community versus government/public providing those services.
ORL 4610 Cultivating and Sustaining Donor Relations (4 Credits)
This course answers the questions of why donors are needed and how to establish and sustain donors for the organization. This class explores the practice of identifying donors and establishing the relationship in an ethical and sustainable manner. Donors may be business, other organizations, individuals or foundations. Based on the premise that first there is involvement, and then transparency and finally donations, how effectively an organization established and sustains donors supports the long term existence of the organization.

ORL 4615 Principles of Finance for Fundraising (4 Credits)
This course provides fundraising professionals an understanding of financial statements, budgets and IRS issues. Topics include: accounting principles, managing the accounting process, cash flow, cost accounting and analyzing financial statements.

ORL 4620 Principles of Strategic Fundraising (4 Credits)
Beginning with a clear mission, strategic fundraising is an iterative, dynamic process of translating the mission into a series of outcomes and support for the organization. With the organization's vision, values, mission and goals as the core of the process, the fundraising is done with high ethical standards, ensuring accountability to the donors and compliance with all applicable Federal, State and local Laws. Various fundraising strategies and vehicles are discussed, along with the role of the staff and the board in fundraising. Last, there is some discussion of the current larger issues in fundraising.

ORL 4630 Organizing for Successful Fundraising (4 Credits)
Most organizations are unsuccessful with their fundraising efforts, not because their cause isn't worthy of support, but because they simply are not organized to raise funds. This course covers the basic elements of a mission statement, preparing the case for support by donors, the roles of staff, board, volunteers, and the legal and ethical issues involved. Organizational structures are discussed, with the balance between bureaucracy and innovation/creativity. The role of technology is illustrated. The local, state and federal laws that govern fundraising are discussed.

ORL 4640 Research and Writing for Fundraising (4 Credits)
This course is an in depth exploration of researching and writing effective proposals and grants. Principles of the Institutional Review Board (IRB) are studied and basic training completed. Funding sources are analyzed and the process of competing for a grant is discussed. At the conclusion, students have the knowledge to research, prepare, and present a grant proposal. Prerequisite: ORL 4620.

ORL 4650 Advanced Board Development (4 Credits)
This course explores the opportunities and challenges with a board of directors from a staff perspective. This course evaluates the value of a knowledgeable and effective board of directors in the success of the organization. The role of the board of directors and the role of a staff member, especially in fundraising, is often unclear and the need for clarity and differences in the roles are discussed. How to develop and maintain a working relationship with the board of directors member to move the organization forward is analyzed. Lastly, this course evaluates how to choose members for the board and how to design and implement a development plan for board of directors members are explored. Prerequisite: ORL 4600.

ORL 4660 Database Management and Technology for Fundraising (4 Credits)
This course explains why having reliable information with regular updates is essential in the development and sustaining of a donor base for nonprofits. All aspects of effective technology uses, including: research, email, electronic contributions, volunteer contact lists and mail generation are discussed. Legal, ethical and costs considerations are investigated. Prerequisites: ORL 4600, ORL 4615 and ORL 4620.

ORL 4670 Advanced Fundraising (4 Credits)
This course provides the opportunity for students to build on the knowledge gained in Principles of Strategic Fundraising. Topics include: current trends, legal concerns, professional development for fundraisers and alternative revenue sources. There is an emphasis on understanding and explaining the financial structure of the organization. Prerequisites: ORL 4600, ORL 4615 and ORL 4620.

ORL 4680 Advanced Volunteer Management (4 Credits)
This course focuses on the recruitment, training and retention of the organization's volunteers, whether public, private or nonprofit. Including a cost benefit analysis, this course is an in-depth analysis of a volunteer program. There is a discussion of the legal and ethical considerations, advantages and disadvantages, of using volunteers in an organization. Prerequisite: ORL 4600.

ORL 4701 Topics in Organizational Ldrsp (1-6 Credits)
The content of this course varies each time it is offered. The topics may include time-sensitive issues from the film industry, elective courses that are not scheduled regularly during the course of the year, or advanced inquiry into core-course subjects. Each time the course is offered, the specific content is announced in the quarterly course schedule. Depending on the subject matter, students may be required to have completed prerequisite courses.

ORL 4901 Capstone Project (4 Credits)
The Capstone Project provides students the opportunity to research a topic, problem, or issue within their field of study, and work individually with a Capstone advisor. Similar in weight to a thesis, but more flexible, this final project synthesizes and applies core concepts acquired from the program. The student selects an appropriate Capstone advisor who is knowledgeable in the field of study to work closely with and whom can guide the research project. Evaluation will be focused on the quality and professionalism of applied research and writing; critical and creative thinking; problem-solving skills; knowledge of research design, method, and implementation; and contribution to the field and topic of study. View the Capstone Guidelines for additional details. Prerequisites: A Capstone Proposal that has been approved by both the Capstone Advisor and the Academic Director, unconditional acceptance as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPA of 3.0 or better, and a B or better in MALS 4020. A final grade of B or better must be earned in this course to meet degree requirements.
ORL 4902 Topics in Organizational Leadership (4 Credits)
The Capstone Seminar is a graduate seminar in which students utilize the knowledge and skills gained through the degree program to create a culminating work that critically addresses a problem or issue in the degree field of study. The student produces a paper of 7000-8000 words that presents a position on a relevant problem or issue, supports the position with professional and academic work in the field, analyzes and tests the paper position, and discusses the role of the findings within the field of study. The seminar is dependent upon collegial discussion of student research and work under the facilitation of a faculty member, and it is governed by the quality of participation and contributions of the students. The course structure, facilitated by the faculty member, guides the students through the process of independent research and writing of a capstone paper; the instructor provides intensive feedback on the capstone process and papers. Students are responsible for generating the course content through ongoing discussion of and peer feedback on the capstone process and individual papers, as well as the analysis and contextualization of focused students papers within the wider degree field of study. Students professionally and academically communicate their findings through written work and oral presentations. Students must have: unconditional acceptance as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPA of 3.0 or better, and a B or better in MALS 4020. A final grade of B or better must be earned in this course to meet degree requirements. Students must complete the Capstone Seminar in one quarter; no incomplete grades are assigned.

ORL 4904 Interdisciplinary Capstone Seminar (4 Credits)
The Interdisciplinary Capstone Seminar is a graduate seminar in which students utilize the knowledge and skills gained through the degree program to create a culminating work that critically addresses a problem or issue in the degree field of study. Members of the class will include students from various UCOL programs, representing multiple topics of study. On campus offerings of this course include required online components. The student produces a paper of 7000-8000 words that presents a position on a relevant problem or issue, supports the position with professional and academic work in the field, analyzes and tests the paper position, and discusses the role of the findings within the field of study. Students professionally and academically communicate their findings through written work and oral presentations. The seminar is dependent upon active and collegial discussion and critique of student research and work under the facilitation of a faculty member, and it is governed by the quality of participation and contributions of the students. Students must have: unconditional acceptance as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPA of 3.0 or better, and a B or better in MALS 4020. A final grade of B or better must be earned in this course to meet degree requirements. Students must complete the Capstone Seminar in one quarter; no incomplete grades are assigned.

ORL 4905 Graduate Social Research Methods (4 Credits)
Graduate Social Research Methods is an exploration of the methods and purposes of social science research from the perspective of the researcher as well as that of the informed professional and consumer of information. Students learn about the process of research, including the development of research questions, the purpose of various social science research methods, the role of professional ethics, and general approaches to the analysis and interpretation of data. Students develop the ability to read and critique basic social science research articles and to implement simple research designs. Students develop and write a research proposal around a specific research question informed by a review of the literature. Technical requirements include the ability to read and modify Microsoft Excel documents.

ORL 4910 Research Practices and Applications (4 Credits)
This course develops competency in principles of research and measurement for use in the professional setting. As an initial course in the program of study, students learn research methods to apply to program and systems design and evaluation to achieve successful measurement of outcomes and goals. Students become critical consumers of pertinent literature to provide background and support for the choice and application of proper qualitative and quantitative research methods and data analysis for professional application. Critical thinking through comparing and contrasting cause and effect is used to build logic models. Research, design, and evaluation processes that address issues of implementation, feasibility, and sustainability are emphasized. At the conclusion of this course, students are prepared to apply and clearly communicate the practice of scientific research principles in the professional environment to ensure that the question being asked can be answered through rigorous research and the design and formative assessment of the program or system. Completion of Institutional Review Board (IRB) training via CITI Program is required as a basis for discussion of research ethics and IRB procedures. Competencies gained in this course, including practices of inquiry, self-analysis, and evaluation, are applied and integrated throughout the course of study and demonstrated in the culminating capstone work of the master's degree.

ORL 4980 Internship (1-4 Credits)
The ORL internship is designed to offer students a practical educational experience in an industry related setting. The internship is an individualized learning experience that is directly related to the knowledge and skills covered in the ORL master's degree program. Students are responsible for finding their own internship site and proposing their internship ideas. University College sends notification to all ORL students if they hear of internship possibilities. Students may also work through the DU career center to explore opportunities for internship experiences. The objectives, activities, responsibilities, and deliverables for the internship are defined in a training plan that is developed by the student jointly with the internship supervisor at the sponsoring organization. The training plan is approved by the academic director. Prerequisites: The student must be unconditionally accepted in the ORL degree program, have completed a minimum of 28 hours of graduate coursework, including at least two core courses, and have earned a GPA of 3.0 or better. Enrollment must be approved by the academic director.

ORL 4991 Independent Study (1-8 Credits)
This is an advanced course for students wishing to pursue an independent course of study. The student must be accepted into a degree program, have earned a grade point average of 3.0 or better, obtained the approval of the department director, and have completed the Independent Study form and filed the form with all appropriate offices before registering for the independent study. Independent study is offered only on a for-credit basis.

ORL 4992 Directed Study (1-10 Credits)
This is an advanced course for students wishing to pursue a directed course of study. The student must be accepted into a degree program, have earned a grade point average of 3.0 or better, obtained the approval of the department director, and have completed the Independent Study form and filed the form with all appropriate offices before registering for the independent study. Directed Study is offered only on a for-credit basis.
Organizational and Professional Communication

Office: University College Student Support Center
Mail Code: 2211 S. Josephine St., Denver, CO 80208
Phone: 303-871-2291, 800-347-2042
Email: ucolsupport@du.edu
Web Site: http://www.universitycollege.du.edu

Certificate in Organizational and Professional Communication with a concentration in Alternative Dispute Resolution

The graduate certificate Alternative Dispute Resolution concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults who seek to enhance their current skills. A comprehensive approach to the study of conflict analysis and resolution, the Alternative Dispute Resolution concentration recognizes the potentially destructive nature of conflict and how to resolve it. Alternative Dispute Resolution (ADR) uses mediation, negotiation, facilitation, and arbitration methods to resolve conflicts between individuals, organizations, small groups, and nations. ADR certificate students will learn how to apply conflict theories in order to understand and analyze conflict situations, as well as develop contextually appropriate conflict management systems. Credits earned through this graduate certificate may apply toward a master's degree in Organizational and Professional Communication.

This certificate prepares students to

• Apply conflict theories to understand and analyze conflict situations
• Recognize the potential role of culture in conflict situations
• Utilize a variety of alternative processes to resolve conflict, including mediation, negotiation, and facilitation
• Develop contextually appropriate conflict management systems
• Perform alternative dispute resolution practices in accordance with various applicable codes of ethics

Organizational and Professional Communication Outcomes

This program prepares students to

• Demonstrate effective written and verbal communication skills across organizational, professional, and social settings
• Utilize knowledge of theoretical foundations and applied techniques to expand one’s comfort level with communication choices across settings
• Display critical thinking processes: analyze, understand, and evaluate communication within organizations and as part of external professional situations
• Utilize creativity in constructing, assessing, and/or managing problem solving, decision making or conflict processes and interactions; demonstrate the ability to revise such processes for more effective outcomes as needed
• Understand the nature and needs of group/team processes as they relate to and operate within organizations
• Demonstrate social awareness, responsibility, and sensitivity for the communication required in culturally diverse groups
• Develop knowledge and skills within one or two communication specialties which enhance and clarify professional direction, career objectives, or personal development

Certificate in Organizational and Professional Communication with a concentration in New Media and Internet Marketing

The graduate certificate in New Media and Internet Marketing concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Designed for marketing managers, strategists, public relations professionals, business owners, and executives who are familiar with foundational PR and marketing concepts and practices, the New Media and Internet Marketing concentration is a career-relevant, applied program that will help you improve reputation management and increase engagement. While ROI and branding are still the cornerstones of marketing, new strategies have emerged that are critical to prolonged success: search engine optimization, pay per click advertising, social media integration, mobile marketing, web metrics and analytics, digital campaign management, email marketing, and more.

Students will expand their skills in traditional marketing and communication as well as develop the core fundamentals of new media and internet marketing with a certificate in New Media and Internet Marketing concentration. As a marketer, it's essential to be at the forefront of the convergence of technology and communication#s graduate certificate will provide the latest thought-processes in new media and internet marketing, as well as help you develop the communication and organizational skills needed to ensure a long-term, sustainable career. Credits earned through this graduate certificate may apply toward a master's degree in Organizational and Professional Communication.

This graduate certificate prepares students to:

• Design, manage, and measure persuasive multi-channel, integrated marketing, and optimization strategies
• Understand the current scope and anticipate trends of social media, digital, and internet marketing
• Develop measurable SEO, PPC, mobile marketing, and email strategies that carry out organization’s business objectives
• Measure new media and digital marketing and adjust future campaigns based on results
• Elevate organization’s digital branding efforts and improve reputation management

Organizational and Professional Communication Outcomes
This program prepares students to:
• Demonstrate effective written and verbal communication skills across organizational, professional, and social settings
• Utilize knowledge of theoretical foundations and applied techniques to expand one’s comfort level with communication choices across settings
• Display critical thinking processes: analyze, understand, and evaluate communication within organizations and as part of external professional situations
• Utilize creativity in constructing, assessing, and/or managing problem solving, decision making or conflict processes and interactions; demonstrate the ability to revise such processes for more effective outcomes as needed
• Understand the nature and needs of group/team processes as they relate to and operate within organizations
• Demonstrate social awareness, responsibility, and sensitivity for the communication required in culturally diverse groups
• Develop knowledge and skills within one or two communication specialties which enhance and clarify professional direction, career objectives, or personal development

Certificate in Organizational and Professional Communication with a concentration in Organizational Communication
The graduate certificate in Organizational Communication concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults seeking improved business communications skills within any industry. A communication certificate prepares professionals to effectively communicate verbally or written in an organizational, business, or interpersonal realm. Students will learn to troubleshoot, resolve conflict, and diplomatically deal with strategic workforce issues through the certificate program. Professional practitioners who work in the fields they teach lead comprehensive classes that teach graduate certificate students techniques in persuasion, presentation, negotiation, culture, and processes in the context of tactical communication.

Certificate students will develop an understanding of various persuasion techniques and the theories and practice of group dynamics as they broaden their awareness of and practice with business communications tools, concepts, and presentation tactics. Professionals seeking enhanced communication skills will learn the organizational communication tactics needed to succeed in any industry. Credits earned through this graduate certificate may apply toward a master's degree in Organizational and Professional Communication.

This degree prepares students to
• Understand various persuasion techniques and a format for choosing which is most effective for given circumstances
• Develop awareness of and practice with business communication concepts, tools, and presentation techniques
• Understand theories and practice of group and team dynamics
• Identify barriers to effective communication and develop new skills to ensure productive outcomes
• Be change leaders through applying principles of change, critical change dynamics, and processes for knowledge transfer within organizations

Organizational and Professional Communication Outcomes
This program prepares students to
• Demonstrate effective written and verbal communication skills across organizational, professional, and social settings
• Utilize knowledge of theoretical foundations and applied techniques to expand one’s comfort level with communication choices across settings
• Display critical thinking processes: analyze, understand, and evaluate communication within organizations and as part of external professional situations
• Utilize creativity in constructing, assessing, and/or managing problem solving, decision making or conflict processes and interactions; demonstrate the ability to revise such processes for more effective outcomes as needed
• Understand the nature and needs of group/team processes as they relate to and operate within organizations
• Demonstrate social awareness, responsibility, and sensitivity for the communication required in culturally diverse groups
• Develop knowledge and skills within one or two communication specialties which enhance and clarify professional direction, career objectives, or personal development

Certificate in Organizational and Professional Communication with a concentration in Organizational Development, Training and Learning
The graduate certificate in Organizational Development, Training, and Learning concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults seeking professional development in adult learning theories, organizational development, and training/learning design. Students will learn the organizational development, training, and learning tactics needed to succeed in any industry. Credits earned through this graduate certificate may apply toward a master's degree in Organizational and Professional Communication.

This degree prepares students to
• Understand various persuasion techniques and a format for choosing which is most effective for given circumstances
• Develop awareness of and practice with business communication concepts, tools, and presentation techniques
• Understand theories and practice of group and team dynamics
• Identify barriers to effective communication and develop new skills to ensure productive outcomes
• Be change leaders through applying principles of change, critical change dynamics, and processes for knowledge transfer within organizations

Organizational and Professional Communication Outcomes
This program prepares students to
• Demonstrate effective written and verbal communication skills across organizational, professional, and social settings
• Utilize knowledge of theoretical foundations and applied techniques to expand one’s comfort level with communication choices across settings
• Display critical thinking processes: analyze, understand, and evaluate communication within organizations and as part of external professional situations
• Utilize creativity in constructing, assessing, and/or managing problem solving, decision making or conflict processes and interactions; demonstrate the ability to revise such processes for more effective outcomes as needed
• Understand the nature and needs of group/team processes as they relate to and operate within organizations
• Demonstrate social awareness, responsibility, and sensitivity for the communication required in culturally diverse groups
• Develop knowledge and skills within one or two communication specialties which enhance and clarify professional direction, career objectives, or personal development

Certificate in Organizational and Professional Communication with a concentration in Organizational Development, Training and Learning
The graduate certificate in Organizational Development, Training, and Learning concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults seeking professional development in adult learning theories, organizational development, and training/learning design. Students will learn the organizational development, training, and learning tactics needed to succeed in any industry. Credits earned through this graduate certificate may apply toward a master's degree in Organizational and Professional Communication.

This degree prepares students to
• Understand various persuasion techniques and a format for choosing which is most effective for given circumstances
• Develop awareness of and practice with business communication concepts, tools, and presentation techniques
• Understand theories and practice of group and team dynamics
• Identify barriers to effective communication and develop new skills to ensure productive outcomes
• Be change leaders through applying principles of change, critical change dynamics, and processes for knowledge transfer within organizations

Organizational and Professional Communication Outcomes
This program prepares students to
• Demonstrate effective written and verbal communication skills across organizational, professional, and social settings
• Utilize knowledge of theoretical foundations and applied techniques to expand one’s comfort level with communication choices across settings
• Display critical thinking processes: analyze, understand, and evaluate communication within organizations and as part of external professional situations
• Utilize creativity in constructing, assessing, and/or managing problem solving, decision making or conflict processes and interactions; demonstrate the ability to revise such processes for more effective outcomes as needed
• Understand the nature and needs of group/team processes as they relate to and operate within organizations
• Demonstrate social awareness, responsibility, and sensitivity for the communication required in culturally diverse groups
• Develop knowledge and skills within one or two communication specialties which enhance and clarify professional direction, career objectives, or personal development

This program prepares students to

Organizational and Professional Communication Outcomes

This program prepares students to

• Demonstrate effective written and verbal communication skills across organizational, professional, and social settings
• Utilize knowledge of theoretical foundations and applied techniques to expand one's comfort level with communication choices across settings
• Display critical thinking processes: analyze, understand, and evaluate communication within organizations and as part of external professional situations
• Utilize creativity in constructing, assessing, and/or managing problem solving, decision-making or conflict processes and interactions; demonstrate the ability to revise such processes for more effective outcomes as needed
• Understand the nature and needs of group/team processes as they relate to and operate within organizations
• Demonstrate social awareness, responsibility, and sensitivity for the communication required in culturally diverse groups
• Develop knowledge and skills within one or two communication specialties which enhance and clarify professional direction, career objectives, or personal development

Certificate in Organizational and Professional Communication with a concentration in Public Relations and Marketing

The graduate certificate in Public Relations and Marketing concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Certificate students are prepared to effectively coordinate and manage public relations, marketing, and advertising strategies via communication plans and operations. Current or aspiring marketing professionals will expand their skillset and learn how to manage corporate identity, products, and services, and key relationships with internal and external constituents through a public relations and marketing certificate. Taught by professional practitioners who work in PR and marketing, classes are geared toward the busy adult who currently or aspires to work within the field of public relations and marketing.

Certificate students will learn research-based decision making, as well as the process of communicating persuasively to target audiences, the principles of branding and market positioning, the proficiency needed to measure the effects of PR and marketing efforts, and the practice of successful media relations and internet marketing communication. Advances in technology, increased public scrutiny, and demand for accountability have increased the frequency, speed, and nature of organizational and professional communication in business, government, and not-for-profit organizations—thereby increasing the need for PR professionals or employees with public relations knowledge. Credits earned through this graduate certificate may apply toward a master's degree in Organizational and Professional Communication.

This program prepares students to

• Implement the process of communicating/writing persuasively for specific outcomes with targeted audiences
• Understand branding and market positioning as they relate to consumer behavior, what drives it, and how to influence it
• Employ marketing, PR, and advertising techniques to create communication plans with measurable results
• Develop, manage, and analyze effective media relations practices and venues
• Gain a perspective on primary principles and practices of marketing and public relations at work in a 21st century global economy

Organizational and Professional Communication Outcomes

This program prepares students to

• Demonstrate effective written and verbal communication skills across organizational, professional, and social settings
• Utilize knowledge of theoretical foundations and applied techniques to expand one's comfort level with communication choices across settings
• Display critical thinking processes: analyze, understand, and evaluate communication within organizations and as part of external professional situations
• Utilize creativity in constructing, assessing, and/or managing problem solving, decision making or conflict processes and interactions; demonstrate the ability to revise such processes for more effective outcomes as needed
• Understand the nature and needs of group/team processes as they relate to and operate within organizations
• Demonstrate social awareness, responsibility, and sensitivity for the communication required in culturally diverse groups
• Develop knowledge and skills within one or two communication specialties which enhance and clarify professional direction, career objectives, or personal development

**Master of Professional Studies in Organizational and Professional Communication with a concentration in Alternative Dispute Resolution**

The Alternative Dispute Resolution master's degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Offering a rigorous and comprehensive approach to the study of conflict analysis and resolution, the Alternative Dispute Resolution concentration recognizes the potential destructive nature of conflict and how to resolve it. Alternative Dispute Resolution (ADR) strives to resolve conflicts between individuals, organizations, small groups, and nations using arbitration, negotiation, facilitation, and mediation.

The master's concentration in Alternative Dispute Resolution addresses communication theory as it relates to conflict management, mediation models, and the negotiation process. Master's degree students learn to apply conflict theories in order to understand and analyze conflict situations, as well as develop contextually appropriate conflict management systems. Customize your Organizational and Professional Communication master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to

• Apply conflict theories to understand and analyze conflict situations
• Recognize the potential role of culture in conflict situations
• Utilize a variety of alternative processes to resolve conflict, including mediation, negotiation, and facilitation
• Develop contextually appropriate conflict management systems
• Perform alternative dispute resolution practices in accordance with various applicable codes of ethics

**Organizational and Professional Communication Outcomes**

This program prepares students to

• Demonstrate effective written and verbal communication skills across organizational, professional, and social settings
• Utilize knowledge of theoretical foundations and applied techniques to expand one's comfort level with communication choices across settings
• Display critical thinking processes: analyze, understand, and evaluate communication within organizations and as part of external professional situations
• Utilize creativity in constructing, assessing, and/or managing problem solving, decision making or conflict processes and interactions; demonstrate the ability to revise such processes for more effective outcomes as needed
• Understand the nature and needs of group/team processes as they relate to and operate within organizations
• Demonstrate social awareness, responsibility, and sensitivity for the communication required in culturally diverse groups
• Develop knowledge and skills within one or two communication specialties which enhance and clarify professional direction, career objectives, or personal development

**Master of Professional Studies in Organizational and Professional Communication with a concentration in New Media and Internet Marketing**

The New Media and Internet Marketing master's degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Designed for marketing managers, strategists, public relations professionals, business owners, and executives who are familiar with foundational PR and marketing concepts and practices, the New Media and Internet Marketing degree concentration is a career-relevant, applied program that will help you improve reputation management and increase engagement. While ROI and branding are still the cornerstones of marketing, new strategies have emerged that are critical to prolonged success: search engine optimization, pay per click advertising, social media integration, mobile marketing, web metrics and analytics, digital campaign management, email marketing, and more.

The comprehensive New Media and Internet Marketing master's degree concentration offers the tools, tactics, and strategies needed to synthesize new media and internet marketing methods along with traditional marketing best practices to help you create focused, strategic marketing plans. Degree seekers will find that the interdisciplinary approach not only provides the latest thought processes in new media and internet marketing, but also helps them to develop the communication and organizational skills needed to ensure a long-term, sustainable career. Customize your Organizational and Professional Communication master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to

• Design, manage, and measure persuasive multi-channel, integrated marketing, and optimization strategies
• Understand the current scope and anticipate trends of social media, digital, and internet marketing
• Develop measurable SEO, PPC, mobile marketing, and email strategies that carry out organization’s business objectives
• Measure new media and digital marketing and adjust future campaigns based on results
• Elevate organization’s digital branding efforts and improve reputation management

Organizational and Professional Communication Outcomes

This program prepares students to

• Demonstrate effective written and verbal communication skills across organizational, professional, and social settings
• Utilize knowledge of theoretical foundations and applied techniques to expand one’s comfort level with communication choices across settings
• Display critical thinking processes: analyze, understand, and evaluate communication within organizations and as part of external professional situations
• Utilize creativity in constructing, assessing, and/or managing problem solving, decision making or conflict processes and interactions; demonstrate the ability to revise such processes for more effective outcomes as needed
• Understand the nature and needs of group/team processes as they relate to and operate within organizations
• Demonstrate social awareness, responsibility, and sensitivity for the communication required in culturally diverse groups
• Develop knowledge and skills within one or two communication specialties which enhance and clarify professional direction, career objectives, or personal development

Master of Professional Studies in Organizational and Professional Communication with a concentration in Organizational Communication

The Organizational Communication master's degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Improve your business communication skills within any industry and learn to effectively communicate verbally or written in an organizational, business, or interpersonal realm with a master's in Organizational Communication. Graduates will troubleshoot, resolve conflict, and diplomatically deal with strategic workforce issues such as operations, management, sales, marketing, business development, or technology. Professional practitioners who work in the fields they teach lead comprehensive classes offering master's degree students techniques in persuasion, presentation, negotiation, culture, and processes in the context of tactical communication.

Degree-seeking students in the Organizational Communication degree concentration will develop an understanding of various persuasion techniques and the theories and practice of group dynamics. Graduates broaden their awareness of and practice with business communication tools, concepts, and presentation tactics. A communication degree can be effectively utilized in any industry, as the goal of enhancing excellence with productive outcomes is the same across the board. Customize your Organizational and Professional Communication master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to

• Understand various persuasion techniques and a format for choosing which is most effective for given circumstances
• Develop awareness of and practice with business communication concepts, tools, and presentation techniques
• Understand theories and practice of group and team dynamics
• Identify barriers to effective communication and develop new skills to ensure productive outcomes
• Be change leaders through applying principles of change, critical change dynamics, and processes for knowledge transfer within organizations

Organizational and Professional Communication Outcomes

This program prepares students to

• Demonstrate effective written and verbal communication skills across organizational, professional, and social settings
• Utilize knowledge of theoretical foundations and applied techniques to expand one's comfort level with communication choices across settings
• Display critical thinking processes: analyze, understand, and evaluate communication within organizations and as part of external professional situations
• Utilize creativity in constructing, assessing, and/or managing problem solving, decision making or conflict processes and interactions; demonstrate the ability to revise such processes for more effective outcomes as needed
• Understand the nature and needs of group/team processes as they relate to and operate within organizations
• Demonstrate social awareness, responsibility, and sensitivity for the communication required in culturally diverse groups
• Develop knowledge and skills within one or two communication specialties which enhance and clarify professional direction, career objectives, or personal development
Master of Professional Studies in Organizational and Professional Communication with a concentration in Organizational Development, Training and Learning

The Organizational Development, Training, and Learning master's degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults and prepares graduates to understand adult learning theories, instructional design, and organizational culture. Students gain an understanding of the needs of training, the organizational culture in which training occurs, and the importance of organizational design and effective evaluations. Classes are led by professional practitioners who work in the fields they teach and impart communication and instructional planning skills necessary for developing effective training and organizational development programs.

The Organizational Development, Training, and Learning degree program emphasizes the synergistic nature of human resources, organizational development, and training operations within organizations. Students will develop an authentic assessment plan, design and administer training evaluations, and utilize technology in planning, designing, and implementing effective practices. American businesses spent more than $156 billion on employee learning last year, proving it is more important than ever that such efforts be rewarding, provide a return on investment, and produce desired change within an organization. Customize your Organizational and Professional Communication master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

Organizational and Professional Communication Outcomes

This program prepares students to

- Demonstrate effective written and verbal communication skills across organizational, professional, and social settings
- Utilize knowledge of theoretical foundations and applied techniques to expand one's comfort level with communication choices across settings
- Display critical thinking processes: analyze, understand, and evaluate communication within organizations and as part of external professional situations
- Utilize creativity in constructing, assessing, and/or managing problem solving, decision making or conflict processes and interactions; demonstrate the ability to revise such processes for more effective outcomes as needed
- Understand the nature and needs of group/team processes as they relate to and operate within organizations
- Demonstrate social awareness, responsibility, and sensitivity for the communication required in culturally diverse groups
- Develop knowledge and skills within one or two communication specialties which enhance and clarify professional direction, career objectives, or personal development

Master of Professional Studies in Organizational and Professional Communication with a concentration in Public Relations and Marketing

The Public Relations and Marketing master's degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults. Graduates are prepared to effectively coordinate and manage public relations, marketing, and advertising strategies via communication plans and operations. Students learn how to manage corporate identity, products, services, and key relationships with internal and external constituents through a master's degree in Public Relations and Marketing. Taught by professional practitioners who work in PR and marketing, master's level classes are geared toward the busy adult who currently or aspires to work within the field of public relations and marketing.

Degree seekers will gain vital knowledge about research-based decision making, as well as the process of communicating persuasively to target audiences, the principles of branding and market positioning, the proficiency needed to measure the effects of PR and marketing efforts, and the practice of successful media relations and internet marketing communication. In an integrative 21st century global economy, it is vital for PR and marketing professionals to grasp consumer behavior fundamentals and develop practical tactics to use in the real world. Customize your Organizational and Professional Communication master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to

- Implement the process of communicating/writing persuasively for specific outcomes with targeted audiences
- Understand branding and market positioning as they relate to consumer behavior, what drives it, and how to influence it
- Employ marketing, PR, and advertising techniques to create communication plans with measurable results
- Develop, manage, and analyze effective media relations practices and venues
- Gain a perspective on primary principles and practices of marketing and public relations at work in a 21st century global economy

Organizational and Professional Communication Outcomes

This program prepares students to

- Demonstrate effective written and verbal communication skills across organizational, professional, and social settings
- Utilize knowledge of theoretical foundations and applied techniques to expand one's comfort level with communication choices across settings
• Display critical thinking processes: analyze, understand, and evaluate communication within organizations and as part of external professional situations
• Utilize creativity in constructing, assessing, and/or managing problem solving, decision making or conflict processes and interactions; demonstrate the ability to revise such processes for more effective outcomes as needed
• Understand the nature and needs of group/team processes as they relate to and operate within organizations
• Demonstrate social awareness, responsibility, and sensitivity for the communication required in culturally diverse groups
• Develop knowledge and skills within one or two communication specialties which enhance and clarify professional direction, career objectives, or personal development

MASTER'S DEGREE ADMISSION

Admission Criteria
A regionally accredited baccalaureate degree is required for admission. Applicants must have a minimum grade point average (GPA) of 3.0 on a 4.0 scale (or equivalent) in their undergraduate work from a regionally accredited degree-granting institution for full admission. Applicants whom University College believes may successfully engage in graduate work, but who have not met the previously stated GPA requirement, may be admitted to a degree program on a provisional basis. The GMAT and GRE are NOT required.

Admission Process
Master’s degree applications are reviewed for admission on a quarterly basis. Applications and all supplemental materials must be submitted online; with the exception of transcripts, which must be received by the stated application deadline (requests for accommodation may be granted). Applicants will be notified of a decision via email and standard mail approximately two weeks following the application deadline. Detailed application information and application deadlines are located on the University College website (http://universitycollege.du.edu/answers/admission/masters.cfm).

• Application: Applicants must complete the application online (http://myweb.du.edu).
• Application Fee: A $75 non-refundable application fee is required for an application to be processed.
• One Official Transcript from each Post-Secondary Institution: Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where 2 quarter hours (or one semester hour) or more were completed. This includes transcripts for credit earned as transfer work and study abroad.
• Two Letters of Recommendation: Two confidential letters of recommendation are required.
• Statement of Purpose: A personal statement (two pages double spaced) is required. The statement should include information on how the degree will enhance career plans and meet educational goals. Sharing personal experiences, abilities, achievements, and goals is encouraged. This document has considerable influence in the decision to admit applicants with attention given to written communication skills.
• Résumé/Curriculum Vitae (CV).
• Degree Plan: The degree plan, detailing courses for the academic program, is required to complete the admission process and can be completed through the University College online Degree Builder (http://universitycollege.du.edu/DegreeBuilder/Student/ChooseDegree.aspx) tool.
• Language Proficiency: Applicants whose native language is not English or who have been educated in countries where English is not the native language, regardless of citizenship, must provide official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). The TOEFL and IELTS scores are valid for two years from the test date. Applicants may be exempt from English proficiency test requirements if they have earned a post-secondary degree from a recognized/accredited university where the language of instruction and examination is English.
• Proof of Permanent Residency: Permanent Residents must provide a copy of their Registration Alien Card (green card).
• Admission Interview: An interview may be required at the program director’s request.
• International Applicants: Additional requirements are listed below for international applicants.

CERTIFICATE ADMISSION

Admission Criteria
A regionally accredited baccalaureate degree is required for admission. Applicants must have a minimum grade point average (GPA) of 3.0 on a 4.0 scale (or equivalent) in their undergraduate work from a regionally accredited degree-granting institution for full admission. Applicants whom University College believes may successfully engage in graduate work, but who have not met the previously stated GPA requirement, may be admitted to a degree program on a provisional basis. The GMAT and GRE are NOT required.

Admission Process
Certificate applications are reviewed for admission on a quarterly basis. Applications and all supplemental materials must be submitted online; with the exception of transcripts, which must be received by the stated application deadline (requests for accommodation may be granted). Applicants will be notified of a decision via email and standard mail approximately two weeks following the application deadline. Detailed application information and application deadlines are located on the University College website (http://universitycollege.du.edu/answers/admission/certificate.cfm).
 Additional Admission Requirements for International Applicants

- **Application:** Applicants must complete the application online (http://myweb.du.edu).
- **Application Fee:** A $50 non-refundable application fee is required for an application to be processed.
- **One Official Transcript from each Post-Secondary Institution:** Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where 2 quarter hours (or one semester hour) or more were completed. This includes transcripts for credit earned as transfer work and study abroad.
- **Certificate Plan:** The certificate plan, detailing courses for the academic program, is required to complete the admission process and can be completed through the University College online Degree Builder (http://universitycollege.du.edu/DegreeBuilder/Student/ChooseDegree.aspx) tool.
- **Language Proficiency:** Applicants whose native language is not English or who have been educated in countries where English is not the native language, regardless of citizenship, must provide official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). The TOEFL and IELTS scores are valid for two years from the test date. Applicants may be exempt from English proficiency test requirements if they have earned a post-secondary degree from a recognized/accredited university where the language of instruction and examination is English.
- **Proof of Permanent Residency:** Permanent Residents must provide a copy of their Registration Alien Card (green card).
- **Admission Interview:** An interview may be required at the program director’s request.
- **International Applicants:** Additional requirements are listed below for international applicants.

INTERNATIONAL ADMISSION

International applicants must comply with all requirements set forth for domestic applicants and supplement their application with additional documentation. International applicant information, including admission deadlines and the International Applicant Checklist, is available on the University College website (http://universitycollege.du.edu/answers/admission/international.cfm).

Admitted international applicants whose native language is not English are required to attend University College’s International Preparation Week (http://universitycollege.du.edu/answers/admission/international.cfm) prior to attending courses at University College.

University College will consider graduate applicants who have earned three-year baccalaureate degrees from 15-year education systems. The school from which the applicant has earned the degree must be a formally recognized or regionally accredited institution of higher learning, as determined by the University Of Denver Office Of International Student Admission. Admission policy and procedures for applicants holding three-year baccalaureate degrees is the same as for other international applicants with one exception: applicants with a three-year degree are not eligible for English Conditional Admission. Priority consideration will be given to those with a minimum of three year’s work experience.

Additional Admission Requirements for International Applicants

- **English Proficiency:** All internationally educated applicants whose native language is not English are required to submit proof of English Language Proficiency regardless of citizenship and/or U.S. residency.
  1. **TOEFL:** A minimum score of 550 (paper based), 213 (computer based), or 80 (Internet based) is required for admission consideration. Generally, applicants should achieve at least 20 in all TOEFL subscores on the internet-based exam. TOEFL score reports older than two years from the date of application are not acceptable for admission consideration.
  2. **Academic IELTS:** A score of 6.5 or higher is required to be considered for admission. Each individual band score must be 6.0 or higher. IELTS score reports older than two years from the date of application are not acceptable for admission consideration.
  3. **Possible Exemptions:** International applicants may be exempt from the TOEFL/Academic IELTS requirement if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the entire language of instruction and examination is in English.
  4. **English Conditional Acceptance (ECA):** Master's degree applicants who do not meet the required level of English proficiency may be considered for conditional acceptance if all other admission criteria are met. Prior to enrolling in any graduate-level coursework, ECA requires an evaluation by the University of Denver's English Language Center (ELC) and successful completion of intensive ELC English courses including the Graduate Preparation Program. Academic classes may not be taken while students are enrolled at the English Language Center. Graduate certificate students may not be admitted through ECA. As an alternative to the English Language Center, an applicant may become fully admitted by submitting sufficient TOEFL/Academic IELTS scores.

- **Official Transcripts and Translations:** International applicants should submit official transcripts printed in the official language of instruction of their institution. Certified English translations must accompany all transcripts except for those provided by institutions that issue documents in English.
- **Photocopy of Diploma/Degree Certification and Appropriate Translations:** Applicants who have earned a degree outside the U.S. must submit proof of graduation through a degree certificate or diploma along with all appropriate official translations.
- **A Photocopy of Current Passport:** Applicants must provide a copy of the photograph and legal name page of their passport. This is required before an I-20 can be issued by the University of Denver.
- **The Supplemental Information Form (SEVIS Supplement):** Applicants who are not U.S. Citizens or permanent residents must complete the SEVIS form.
- **Financial Verification Form:** Applicants seeking an I-20 student visa must submit financial verification documents.
Certificate in Organizational and Professional Communication with a Concentration in Alternative Dispute Resolution

Certificate Requirements

Coursework Requirements

<table>
<thead>
<tr>
<th>Concentration requirements</th>
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<tbody>
<tr>
<td>COMM 4220</td>
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<tr>
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Total Credits 24

Certificate in Organizational and Professional Communication with a Concentration in New Media & Internet Marketing

Certificate Requirements

Coursework Requirements

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Total Credits 24
Certificate in Organizational and Professional Communication with a Concentration in Organizational Communication

Certificate Requirements

Coursework Requirements

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<th>Course Title</th>
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<td>COMM 4225</td>
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<td>Managing Organizational Conflict</td>
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<td>COMM 4144</td>
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<td>COMM 4223</td>
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<tr>
<td>COMM 4322</td>
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Total Credits: 24
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<td>Intercultural Training</td>
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<td>Integrating Social Media</td>
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Total Credits: 24

Certificate in Organizational and Professional Communication with a Concentration in Organizational Development, Training and Learning

Certificate Requirements

Coursework Requirements

Concentration requirements

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Elective requirements

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<td>COMM 4218</td>
<td>Intercultural Training</td>
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<td>Strategic Organizational Design</td>
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<td>Communication in Professions and Organizations</td>
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<td>Applied Critical Thinking in Communication</td>
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Certificate in Organizational and Professional Communication with a Concentration in Public Relations and Marketing

Certificate Requirements
Coursework Requirements

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<th>Credits</th>
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</tr>
<tr>
<td>COMM 4145</td>
<td>Writing for Public Relations</td>
<td>4</td>
</tr>
<tr>
<td>or COMM 4321</td>
<td>Internet Marketing Communication</td>
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Master of Professional Studies in Organizational and Professional Communication with a Concentration in Alternative Dispute Resolution

Degree Requirements
Coursework Requirements

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<tr>
<th>Course</th>
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<tr>
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<td>MALS 4020</td>
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<tr>
<td>or COMM 4902</td>
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<tr>
<td><strong>Concentration requirements</strong></td>
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Students may choose from the elective options above, or they may work with their advisor to choose electives from the Related or Flexible options for their elective courses.

Students will work with their personal academic advisor to determine the best set of courses to choose from the Related Option. The Related Option allows students to choose from a predetermined group of subject areas from other concentrations that have been identified as most likely relating to their concentration area.

Students will work with their personal academic advisor to determine the best set of courses to choose from the Flexible Option. The Flexible Option allows students to choose from a pool of courses that have been designated for this option. Courses may be from different concentration areas and students will need to obtain approval from the academic director to pursue this option.

---

**Non-coursework Requirements**

Capstone Project (or successful completion of Capstone Seminar)

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**Master of Professional Studies in Organizational and Professional Communication with a Concentration in New Media & Internet Marketing**

**Degree Requirements**

**Coursework Requirements**

**Core coursework requirements**

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**Concentration requirements**

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**Elective requirements**

Select three of the following: 12

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<tbody>
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**Non-coursework Requirements**
Capstone Project (or successful completion of Capstone Seminar)

**Master of Professional Studies in Organizational and Professional Communication with a Concentration in Organizational Communication**

**Degree Requirements**

**Coursework Requirements**

**Core coursework requirements**

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**Concentration requirements**

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<td>COMM 4032</td>
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**Elective requirements**
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<tr>
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<tbody>
<tr>
<td>COMM 4030</td>
<td>Learning Organizations</td>
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<tr>
<td>COMM 4216</td>
<td>Performance Consulting</td>
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<td>COMM 4224</td>
<td>Conflict and Culture</td>
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<td>COMM 4225</td>
<td>Restorative Practices</td>
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<tr>
<td>COMM 4226</td>
<td>Managing Organizational Conflict</td>
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<td>COMM 4227</td>
<td>Managing the Training Function</td>
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<tr>
<td>COMM 4228</td>
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<td>COMM 4301</td>
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**Non-coursework Requirements**

Capstone Project (or successful completion of Capstone Seminar)

**Master of Professional Studies in Organizational and Professional Communication with a Concentration in Organizational Development, Training & Learning**

**Degree Requirements**

**Coursework Requirements**

**Core coursework requirements**

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<tr>
<td>COMM 4045</td>
<td>Applied Critical Thinking in Communication</td>
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<tr>
<td>COMM 4070</td>
<td>Understanding Human Communication</td>
<td>4</td>
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<tr>
<td>MALS 4020</td>
<td>Graduate Research and Writing</td>
<td>4</td>
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<tr>
<td>COMM 4901</td>
<td>Capstone Project</td>
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Organizational and Professional Communication

or COMM 4902  Capstone Seminar

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Non-coursework Requirements

Capstone Project (or successful completion of Capstone Seminar)
Master of Professional Studies in Organizational and Professional Communication with a Concentration in Public Relations and Marketing

Degree Requirements
Coursework Requirements

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<td>COMM 4015 Business Communication and Presentations</td>
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<td>COMM 4006 Group/Team Dynamics</td>
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<td>COMM 4032 Communication for Change Management</td>
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**Non-coursework Requirements**

Capstone Project (or successful completion of Capstone Seminar)

**Courses**

**COMM 4006 Group/Team Dynamics (4 Credits)**

Effective group/team processes are invaluable to every organization. Even so, we know that ensuring productive and satisfying interactional outcomes in organizational, professional and personal settings can be difficult. Focusing upon theory, application and practice of small group processes—including development of group dynamics, leadership and teams—allows students to incorporate new skills, enhance productivity, and reduce barriers to effective communication.

**COMM 4015 Business Communication and Presentations (4 Credits)**

This course provides students with an opportunity to view current trends and practices in business communication, and examine presentational speaking concepts and skills that are necessary in business, organizational or professional settings. Students gain experience through classroom presentations that allow them to apply the theoretical concepts. Topics such as organizing the contents of the speech, developing effective delivery skills, and using visual aids, are covered in class sessions and applied to students' current experiences. Assignments include formal and impromptu presentations, readings and discussions, written papers and outlines. This course is highly interactive, and attendance is mandatory.

**COMM 4016 Persuasion Methods and Techniques (4 Credits)**

The ability to write and speak in a persuasive manner is often the difference between success and failure. This course looks at a variety of concepts, techniques, and tools designed to improve the persuasiveness of written and spoken interactions. Differences between persuasion, negotiation and mediation are discussed and applied to case presentations. This course requires participation and presentations, readings, discussions and projects. This course is highly interactive, and attendance is mandatory.

**COMM 4020 Communication in Professions and Organizations (4 Credits)**

In this course, students study the field of communication past and present. Career options, communication-related industries, and communication specialties, serve as the core content for this course. Students are exposed to current issues, developments, and trends in the communication field. Students study various communication topics and the scope of activities related to training and development, PR and marketing, consulting, leadership functions, coaching and mentoring, alternative dispute resolution, global perspectives, and the role of e-communication in the 21st century. Ethics related to the field of communication are also explored. Potential areas of interest and growth become more conceivable to students, and serve as the foundation for special projects used to contrast communication functions of the past and future.

**COMM 4030 Learning Organizations (4 Credits)**

This course prepares students to be change leaders in their organizations. The course begins with a focus on understanding critical change dynamics, including organizational structure, phases and roles. The students study and practice competencies which allow organizational members to direct change dynamics in effective ways. The development of competencies are accomplished through discussion, lecture, video, case studies, and change assessment inventories. Concepts and practices of coaching, mentoring and facilitation are explored as methods of supporting change leaders with intergenerational knowledge transfer, or employee development.

**COMM 4045 Applied Critical Thinking in Communication (4 Credits)**

This course provides an examination of the critical thinking processes and models of decision making and problem solving. The suitability, usage, and effectiveness of critical thinking models in achieving positive organizational outcomes are emphasized. Faculty and student perspectives and experiences, along with case studies, demonstrate applications of the critical thinking and problem solving processes within various communication settings and specialties.

**COMM 4047 Organizational Development (4 Credits)**

Today's organizations face constant pressures to change - the need for groups to change is one of the hallmarks of contemporary organizations, whether it's a government entity, a private business, a not-for-profit, or an educational institution. For organizational members and managers, the ability to effectively facilitate organizational change often distinguishes the implementation of a mediocre solution from an extraordinary one that makes a difference. In this class we examine how to facilitate change effectively. We explore the issues and practices of organizational development to understand what kinds of interventions are useful in what situations. This course examines the major components of organization development and design; the evolution of organization development, the nature of change, and how to effectively manage and implement change in organizational environments. We discuss the OD process in depth to familiarize students with the process of contracting, data gathering diagnosis, giving feedback, conducting interventions, and evaluating results. This course is recommended for students interested in consulting, management, or other roles that involve change and development in the workplace.

**COMM 4070 Understanding Human Communication (4 Credits)**

This course emphasizes the many communication theories, their origin, and applied use in personal, organizational and smaller professional settings. The course utilizes case studies, surveys, projects, and self-assessment to encourage students to reflect on personal experiences with issues like interpersonal communication and group and team dynamics to facilitate understanding of the importance of applying theory to practice. Key skills and strengths are identified as they relate to students' professional goals and objectives.
COMM 4117 International Technical Comm (3 Credits)
This course focuses on communication and technical writing skills needed to address today's international business environment. Students will develop the foundational skills necessary to write for translation, as well as develop an understanding of, and sensitivity to, the challenges inherent in intercultural technical communication. Additionally, international standards organizations and the role they play in international communication will be discussed.

COMM 4140 Marketing Foundations and Planning (4 Credits)
This course introduces students to primary principles and practices of marketing and the decision-making processes necessary to effectively manage a marketing environment. Areas of concentration include market oriented strategic planning, competitive analysis, target market segmentation, branding, positioning and differentiation, global marketing issues, paradigms and tools, pricing strategies and channel management. Major factors and decisions essential to marketing professionals are emphasized. Students develop skills and enhance understanding of implementation strategies for effective marketing of products and services in a 21st century global economy.

COMM 4144 Public Relations Principles and Process (4 Credits)
Public relations professionals are being asked to uphold the goal of effective communication in a complex global environment. Business, government, nonprofit, and other organizations depend upon PR professionals who communicate effectively to constituencies, and represent constituency concerns back to the organization. This course explores the essential components of public relations through an examination of the profession, its principles and processes. Areas of emphasis include the characteristics of effective communication and relationships, the nature and history of public relations, media relations, public relations and organizational decision making, and an overview of professional communications options available to the public relations professional. Students learn how to work with reporters representing major media venues to gain editorial coverage for their organizations, as well as learn what works best for messaging to their target audience. Students also learn how to recognize a news angle and set up contracts.

COMM 4145 Writing for Public Relations (4 Credits)
Students examine the purposes, style, format, content, and distribution of written materials used to support public relations programs. Special emphasis is placed on materials prepared for the mass media, such as news releases, fact sheets, media advisories, feature articles, news stories, effective letters and appeals, and internet venues. Discussions, research and writing assignments support the development of improved public relations writing skills.

COMM 4150 Reputation Management (4 Credits)
Online reputation management is the process of tracking, maintaining and defending a consistent message, style, and image across all digital media. It requires constant monitoring and participation in the conversations. The practice of online reputation management has become popular with the advent of widespread digital communications. Reputation management systems use various predefined criteria for processing complex data to report behavior and activity surrounding a reputation - thereby automating the process of determining trustworthiness. This course focuses on how to monitor, manage and measure a brand's presence online and how to effectively position a brand to build credibility.

COMM 4155 Public Relations and Marketing Research and Measurement (4 Credits)
An increased focus on accountability and the "bottom line" make the tracking, measurement and effectiveness of public relations and marketing communication more crucial than ever before. If such effectiveness is not demonstrated fiscally, downsizing, mergers or outsourcing of public relations and marketing professionals may result. This course examines research methods for evaluating advertising, packaging, names, image, and customer satisfaction as related to public relations tactics and strategies. A software package and tool incorporated into this course streamline the measurement process while facilitating the development of measurement tools.

COMM 4200 Instructional Design and Technology (4 Credits)
Designing training that maximizes results is a central concern in organizations. This course identifies the elements of effective training, how learning occurs both formally and informally, how trainers must plan for learning in order to meet organizational objectives, and potential learning strategies for maximizing learning effectiveness. Students are presented with many examples and case studies illustrating how organizations have approached learning objectives. They are given an opportunity to create a strategy that might be applied in their work settings. This course provides participants involved in corporate training with a fundamental understanding of technology uses for skill and professional development.

COMM 4203 Adult Learning Theory and Instructional Strategies (4 Credits)
Adult learning is very different from the learning processes in children. Adults bring a great deal of experience to the learning situation and are intent on the application of their newfound knowledge and skills. The factors that determine how adults learn, as well as appropriate instructional strategies to best reach these learners, are discussed. The course focuses on using adult learning principles to strategically design training materials and facilitate adult learning.

COMM 4206 Effective Evaluation Design (4 Credits)
Assessment and evaluation enables training professionals to determine if the costs of training were worth the benefits, whether the training met organizational goals, and if further training is necessary. Through case studies, practice exercises, and the development of an authentic assessment plan, students learn how to design and administer different types of training evaluations. In addition, students explore how to report results to management and build ongoing support for training programs.

COMM 4209 Strategic Organizational Design (4 Credits)
In many companies it seems that moving the "boxes" on the organizational chart is an annual event. Sadly, most of these changes fail to achieve the desired results. One of the reasons that many restructuring efforts fail is that they do not take an organization design perspective into consideration - they may create new titles and reporting relationships, but fail to address supporting processes and systems that have a significant impact on the structure's success. In this course, we examine how to design an organization to match its strategy, ensuring the alignment of work processes, structure, rewards, people and capabilities, and management processes. We look at different options for structuring organizations, consider the advantages and disadvantages of each, and learn how to implement an organizational design change. By the end of the course, students have a greater appreciation for the complexities and processes of organization design.
COMM 4216 Performance Consulting (4 Credits)
This course develops the competencies necessary to become a skilled internal consultant. Human Resources professionals, training professionals, and any student interested in organizational consultation should enroll. Topics include the role of the performance consultant, the performance consulting process, forming a data collection strategy for needs assessment, contracting and client intervention. Students also learn how to plan for an initial project meeting and differentiate between business, performance, learning, and work environment needs. This course also helps students establish a framework for leadership coaching to help leaders develop clarity and effectively communicate a vision for moving into a desired future. The principles of coaching are explored from the vantage point of leadership and communication theories including transformational leadership, conflict management, and the use of effective dialogue to coordinate management of meaning (how individuals organize and manage meanings and how they coordinate their meanings with one another).

COMM 4218 Intercultural Training (4 Credits)
Intercultural understanding and cultural competence skill development is increasingly important across industries in our global communities. Global workforces are rich with multicultural, multi-ethnic, and multilingual diversity. Inherent in this diversity is a network of cultural traditions, values, and communication styles. Thus, there is a need for intercultural and diversity training in the corporate world, the nonprofit world, and in education and communication. Management experts need to gain a deeper understanding of these diverse values and communication styles in order to work effectively with and train colleagues and clients. This course illustrates intercultural concepts and processes that require training, including culture shock and adaptation, cultural dialectics, expatriate/repatriation, self-reflexivity, etc. Students practice the tools and skills needed to train on these concepts, including conducting needs assessments, defining learning outcomes, and designing and facilitating intercultural training.

COMM 4220 Conflict Theory (4 Credits)
The focus of this course is an overview of communication theory as it relates to conflict management. Students study various theories in order to explain and predict the course of conflict interactions. The theories are used to analyze case studies and select the most appropriate method of conflict management from the methods of negotiation, facilitation, mediation, arbitration, and litigation.

COMM 4221 Mediation Principles and Practices (4 Credits)
This course presents students with an overview of a variety of mediation models, basic principles, procedural steps, and benefits of mediation. Students examine various stages of mediation, including preparation, the mediation session(s), caucusing and settlement. Teaching methods include mini-lectures, discussions, and hands-on experience through role-playing and case studies. Recommended Prerequisite: COMM 4222 Negotiation Principles & Practice is strongly encouraged prior to this course.

COMM 4222 Negotiation Principles and Practice (4 Credits)
Negotiation is at the core of alternative dispute resolution. This course presents the theoretical groundwork for interest-based dispute resolution upon which principled negotiation and other alternative dispute resolution methods are founded. Topics include the definition of the negotiation process, different types of negotiation, and negotiation strategies. Students have an opportunity to practice and compare different negotiation techniques. Teaching methods are experiential in nature and include mini-lectures, discussions, and role-plays. Students also develop strategies for managing challenging negotiations and breakdowns.

COMM 4223 Facilitation Principles and Practice (4 Credits)
Facilitation skills are fundamental to constructive dialogue and collaboration, including successful negotiation and mediation. Specifically, the process-oriented practice of facilitation provides procedural guidance to promote productive and transformative dialogue essential to alternative dispute resolution practices. Topics include exploration of individual conflict styles and strategies; facilitative management techniques; small-group consultant problem solving; facilitation of strategic planning; and practice in listening, framing and reframing skills.

COMM 4224 Conflict and Culture (4 Credits)
Diversity and multiculturalism are ever present in our global community. Inherent in this diversity is a network of cultural traditions, values and communication styles. This course addresses dispute resolution in multicultural settings and broadens students’ understanding of how to assess and resolve conflicts in which ethnicity and other dimensions of cultural diversity are integral components. Only after understanding one’s own biases and cultural perspectives can people work to understand others’ cultural differences.

COMM 4225 Restorative Practices (4 Credits)
Students in this course explore theories and practice of Restorative Practices within alternative dispute resolution models. Restorative practice is a philosophical approach to be used in conjunction with traditional justice and conflict resolution systems. This concept is increasingly used when an offense has occurred, as a method of healing individuals and communities who have been harmed/impacted by that action. With beginnings in indigenous societies, the basic principle is to bring those harmed together with the community in a dialogue aimed at reestablishing personal and relational balance for all involved. Restorative practice’s initial practitioners were often within the traditional justice system, yet this method of conflict resolution has expanded to a wide range of applications including education, non-profit, government, human resources, classroom management, and healthcare.

COMM 4226 Managing Organizational Conflict (4 Credits)
Conflict is a reoccurring part of life in business, government, and nonprofit organizations. It is a product of the human existence and our diversity as an interrelated society. The costs associated with these conflicts are well documented. However, organizations are increasingly recognizing that conflict does not have to carry costly financial and interpersonal burdens and can, in fact, serve as a productive change agent. This course explores the nature and sources of organizational conflict and facilitates development of practical skills to recognize and manage workplace conflict using case studies, interactive lectures, simulations, and field research. Students are introduced to the concept of conflict coaching. This course is well-suited for managers and leaders in any profession who want to increase their capability and enhance their value in organizations.
COMM 4227 Managing the Training Function (4 Credits)
This course is specifically designed to provide professionals in Training and Development with the knowledge necessary to successfully manage the training function in an organization. A variety of processes and software tools are discussed to create a competency-based organization and to prepare students for managing a training department. Capitalizing on the use of strategies to support organizational objectives is also discussed. The focus of this course is on preparing students to be able to identify major business challenges and the competencies needed to support them from the training perspective. The content of this course stresses that the key to developing and realizing relevant, effective training is to set structured and evaluative objectives that tie programs directly to organizational goals.

COMM 4228 E-Communication in the 21st Century (4 Credits)
The boom in online communication options such as e-newsletters, blogs, wikis, podcasts, virtual communities, discussion forums, social networking, and listervs not only cuts publishing and distribution costs but allows businesses to reach a larger consumer base than ever before. This course uses case studies, teamwork, and personal experience to engage students in the effective use, design, and development of e-communication in business and professional situations. This course also covers topics in ethical writing, evaluating and citing sources, plagiarism, fair use, audience analysis, and usability testing.

COMM 4230 Integrating Social Media (4 Credits)
Social media techniques, including blogs, social networking sites, online video, bookmarking, and mobile marketing are accelerating the velocity of communications: content is now created, published, accessed, consumed and shared in real time. Organizations must evaluate social media techniques and determine how best to incorporate them to achieve their marketing communication objectives. This course focuses on integrating social media elements into the enterprise-wide marketing strategy. Students gain first-hand knowledge of various social media techniques through hands-on, practical exercises. Students also develop their own Social Media Plan emphasizing goal setting, tactics, measurements and implementation. Through online research, case studies, and interaction with industry experts, students experience the strategic application of social media marketing communication.

COMM 4231 Internet Marketing Communication (4 Credits)
Internet Marketing enables business to reach a vast audience at a fraction of the cost of traditional marketing media and enables organizations to connect and engage with specific user groups to promote their objectives. The focus of this course is to provide a fundamental understanding of digital marketing communications techniques and how to integrate them into the traditional marketing mix. Internet strategies, tactics, measurement, and implementation are explored. Through discussion, research, Internet searches, and evaluation of case studies and projects, students learn about the essential elements of Internet Marketing and strategic integrated marketing communication.

COMM 4232 Multichannel Marketing Strategy (4 Credits)
One of the key challenges for today's marketers is how to assess, integrate, and measure new digital channels in the traditional marketing mix. Developing an integrated multichannel marketing strategy includes identifying and prioritizing marketing resources across all digital channels, such as sites, blogs, search, display, email and inbound channels like Facebook, Twitter, Linkedin and YouTube to engage current and prospective customers. Students explore various strategic planning models, segment target markets, define customer needs, examine buyer behavior and define the marketing tactics, technology and tools to measure multichannel marketing ROI and success.

COMM 4233 Email Marketing (4 Credits)
Today's consumer expectations for relevant, engaging, and timely messages have made email marketing an essential component of the multichannel marketing mix. The creation and delivery of personalized, targeted messages to subscribers can drive both engagement and ROI. This class examines the development and integration of email marketing (including tools, copy, design, service providers, tracking and measurement) to enhance business relationships, encourage customer loyalty and acquire new customers.
COMM 4324 Web Analytics (4 Credits)
Web analytics is the collection, analysis, and reporting of digital traffic in order to measure and optimize internet marketing programs. The practice of web analytics includes tools for measuring website traffic, conducting business/market research, estimating usage patterns for digital campaigns, and providing insights into visitor behavior. The focus of this class is on developing a performance measurement system for the digital channel, incorporating both on-site and off-site analytics. Key performance indicators are tied to internet marketing goals and tactical campaigns. Students conduct a review of online metrics, compare analytics vendors, and develop a performance tracking system and a management dashboard report.

COMM 4325 Advanced Search Marketing (4 Credits)
Search engines are one of the primary ways that Internet users find the information they are seeking. Search Engine Marketing (SEM) seeks to promote websites by increasing their visibility in search engine results pages (SERPs) through the use of paid placement, contextual advertising and paid inclusion. This class focuses on promoting an organization through search engines, delivering relevant content in the search listings, and encouraging users to click through to a designation site. Both of the two key techniques of SEM are explored: search engine optimization (SEO) to improve results from the natural or organic listings, and paid search marketing or pay-per-click (PPC) to deliver results from the sponsored listings within search engines. Navigational search and universal search practices are also explored.

COMM 4326 Digital Campaign Management (4 Credits)
Development of successful digital marketing campaign depends on clear articulation of objectives tied to overall organizational goals and existing marketing strategies. Success of a digital campaign is also rooted within the human, technical and business processes through which it comes to life. Students explore a variety of digital techniques including web marketing, search engine marketing, interactive advertising, affiliate marketing, social media, email marketing, mobile marketing and more. Focus is on planning steps, management and measurement against key performance indicators.

COMM 4327 Writing for the Web and Content Management (4 Credits)
This course presents content creation, curation, and overall content strategy as the foundation of effective digital communication and marketing. This course explores the principle of writing effective copy for mobile, websites, hypertexting, blogs, tweets, email, SEO keywords/tags, image captions and more.

COMM 4701 Topics in Applied Comm (4 Credits)
The content of this course varies each time it is offered. Topics may include time-sensitive issues in the field of communication, elective courses that are not scheduled regularly during the course of the year, or advanced inquiry into core-course subjects, such as ethics, human communication theory, or interpersonal communication. Each time the course is offered, the specific content is announced in the quarterly course schedule. Depending on the subject matter, students may be required to have completed prerequisite courses.

COMM 4901 Capstone Project (4 Credits)
The Capstone Project provides students the opportunity to research a topics, problem, or issue within their field of study, and work individually with a Capstone advisor. Similar in weight to a thesis, but more flexible, this final project synthesizes and applies core concepts acquired from the program. The student selects an appropriate Capstone advisor who is knowledgeable in the field of study to work closely with and whom can guide the research project. Evaluation will be focused on the quality and professionalism of applied research and writing; critical and creative thinking; problem-solving skills; knowledge of research design, method, and implementation; and contribution to the field and topic of study. View the Capstone Guidelines for additional details. Prerequisites: A Capstone Proposal that has been approved by both the Capstone Advisor and the Academic Director, unconditional acceptance as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPA of 3.0 or better, and a B or better in MALS 4020. A final grade of B or better must be earned in this course to meet degree requirements.

COMM 4902 Capstone Seminar (4 Credits)
The Capstone Seminar is a graduate seminar in which students utilize the knowledge and skills gained through the degree program to create a culminating work that critically addresses a problem or issue in the degree field of study. The student produces a paper of 7000-8000 words that presents a position on a relevant problem or issue, supports the position with professional and academic work in the field, analyzes and tests the paper position, and discusses the role of the findings within the field of study. The seminar is dependent upon collegial discussion of student research and work under the facilitation of a faculty member, and it is governed by the quality of participation and contributions of the students. The course structure, facilitated by the faculty member, guides the students through the process of independent research and writing of a capstone paper; the instructor provides intensive feedback on the capstone process and papers. Students are responsible for generating the course content through ongoing discussion of and peer feedback on the capstone process and individual papers, as well as the analysis and contextualization of focused students papers within the wider degree field of study. Students professionally and academically communicate their findings through written work and oral presentations. Students must have: unconditional acceptance as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPS of 3.0 or better, and a B or better in MALS 4020. A final grade of B or better must be earned in this course to meet degree requirements. Students must complete the Capstone Seminar in one quarter; no incomplete grades are assigned.
Certificate in Security Management with a concentration in Emergency Planning and Response

The certificate in Emergency Planning and Response concentration is offered online at the University of Denver to meet the needs of busy adults and prepares current or aspiring emergency response professionals to effectively strategize and implement emergency plans. With an emergency preparedness certificate, graduates will learn to compare and contrast plans and responses to various events and disasters, as well as analyze leadership competence as plans are executed. As communication is key to effective emergency preparedness, graduate certificate students will take away strategies for effective communication, as well as mitigation, preparedness, recovery, and emergency response.

Certificate students will learn about the strategized plan, the response, and the recovery process of emergency management. Led by professional practitioners who work in the emergency planning and response field, emergency certificate classes focus on the integrated system at every stage of a disaster, examining the roles of emergency response teams, government agencies, businesses, and private citizens. Credits earned through this graduate certificate may apply toward a master's degree in Security Management.

This certificate prepares students to

- Compare and contrast plans and responses to various types of events and disasters
- Analyze leadership competence and necessary leadership skills
• Develop and analyze strategies to implement team solutions
• Present a model of effective communication within an emergency response and planning structure
• Plan and report on strategies for mitigation, preparedness, response, and recovery
• Measure and evaluate the effectiveness of an emergency response and planning strategy

Security Management Outcomes
This program prepares students to:

• Lead the strategic, planning, and management efforts of private and public sector organizations
• Evaluate and analyze emerging security issues, regulations, and threats
• Analyze financial implications of security programs and options
• Protect vital assets such as people, physical structures and equipment, intellectual property, information and maintain post-incident continuity of operations

Certificate in Security Management with a concentration in Information Security

The certificate in Information Security concentration is offered entirely online to meet the needs of busy adults seeking to expand their current skillset in information security. An Information Security certificate prepares students to analyze security needs, provide effective solutions, and fill a critical niche in organizations. The certificate in Security Management with a concentration in Information Security is offered online or on campus in the evenings, or in a combination of both to meet the needs of busy adults seeking to expand their current skillset in information security. Certificate students will examine practical issues such as setting up a secure network, securing servers, and handling information security incidents. The practical labs give Information Security graduate certificate students the hands-on experience they need using industry-current tools geared for security.

Certificate students will be prepared for real-world security challenges with a rigorous education from professional practitioners who work in information security. Certificate students will learn to design secure applications, implement access controls, establish secure operations, and control physical security, all while they use encryption, secure networks, and maintain business continuity. Become an indispensable expert in determining Return on Security Investment (ROSI) and develop security policies and procedures that protect your organization from internal and external threats. Credits earned through this graduate certificate may apply toward a master's degree in Security Management.

Security Management Outcomes
This program prepares students to

• Lead the strategic, planning, and management efforts of private and public sector organizations
• Evaluate and analyze emerging security issues, regulations, and threats
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• Protect vital assets such as people, physical structures and equipment, intellectual property, information and maintain post-incident continuity of operations

Certificate in Security Management with a concentration in Organizational Security

The certificate in Organizational Security concentration is offered online at the University of Denver to meet the needs of busy adults. Current and aspiring security management professionals will benefit from the certificate in Security Management with a concentration in Organizational Security offered by University College, as students learn the key strategic, planning, and management skills needed to succeed in security management. The certificate program is designed for busy adults seeking to advance their skills in organizational-level security.

The certificate program is ideal for security professionals who currently work in the field, or aspire to, as they will examine emerging security issues, regulations, and threats in classes led by instructors who work in the field they teach, offering security management students valuable insight to the security. Certificate graduates will learn to implement strategies to protect vital assets such as people, physical structures and equipment, intellectual property, and information, as well as analyze financial implications of security programs and options. Credits earned through this graduate certificate may apply toward a master's degree in Security Management.

This certificate prepares students to

• Lead the strategic, planning, and management efforts of private and public sector organizations
• Evaluate and analyze emerging security issues, regulations, and threats
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Master of Applied Science in Security Management with a concentration in Emergency Planning and Response
The Emergency Planning and Response master's degree concentration is offered online at the University of Denver to meet the needs of busy adults and prepares current or aspiring emergency response professionals to effectively strategize and implement emergency plans. Graduates will learn to compare and contrast plans and responses to various events and disasters, as well as analyze leadership competence while plans are executed. As communication is key to effective emergency preparedness, degree seekers will take away strategies for effective communication, as well as mitigation, preparedness, response, and recovery.

Whether an emergency is natural or man-made, emergency preparedness is vital to ensure the least possible impact on the welfare of those affected. The Emergency Planning and Response master's degree concentration covers the strategic plan, the response, and the recovery process. Led by professional practitioners who work in the emergency planning and response field, classes focus on the integrated system at every stage of a disaster, examining the roles of emergency response teams, government agencies, businesses, and private citizens. Customize your Security Management master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to

- Compare and contrast plans and responses to various types of events and disasters
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Master of Applied Science in Security Management with a concentration in Information Security
The Information Security master's degree concentration is offered entirely online at the University of Denver to meet the needs of busy adults. Pursue an Information Security master's degree concentration from University College and be prepared to analyze security needs, provide effective solutions, and fill a critical niche in organizations. Students will examine practical issues such as setting up a secure network, securing servers, and handling information security incidents. The practical labs give Information Security master's degree students the hands-on experience they need using industry current security tools, effectively training students to apply lessons to real-world challenges.

Graduates are prepared for the security challenges presented across a variety of sectors as they undergo rigorous instruction from professional practitioners who work in information security. Degree seekers will learn to design secure applications, implement access controls, establish secure operations, and control physical security, all while using encryption, secure networks, and maintain business continuity. Become an indispensable expert in determining Return on Security Investment (ROSI) and develop security policies and procedures that protect your organization from internal and external threats. Customize your Security Management master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.
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Master of Applied Science in Security Management with a concentration in Organizational Security

Earned entirely online, the Organizational Security degree examines emerging security issues, regulations, and threats. Current and aspiring security management professionals will benefit from the Organizational Security master's degree offered by University College, as students learn the key strategic, planning, and management skills needed to thrive in the security management industry. Earned entirely online or on campus in the evenings, or in a combination of both, the Organizational Security degree examines emerging security issues, regulations, and threats.

Classes are led by instructors who work in the field they teach, offering security management degree seekers valuable insight to the industry. Students will learn to implement strategies to protect vital assets such as people, physical structures and equipment, intellectual property, and information, as well as analyze financial implications of security programs and options. Organizational security professionals are a fundamental cog in the business world, as well as in the government, as they may function as a chief security officer, director of loss prevention, director of security, security consultant, investigator, firefighter, or police officer. Customize your Security Management master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to:

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MASTER’S DEGREE ADMISSION

Admission Criteria

A regionally accredited baccalaureate degree is required for admission. Applicants must have a minimum grade point average (GPA) of 3.0 on a 4.0 scale (or equivalent) in their undergraduate work from a regionally accredited degree-granting institution for full admission. Applicants whom University College believes may successfully engage in graduate work, but who have not met the previously stated GPA requirement, may be admitted to a degree program on a provisional basis. The GMAT and GRE are NOT required.

Admission Process

Master's degree applications are reviewed for admission on a quarterly basis. Applications and all supplemental materials must be submitted online; with the exception of transcripts, which must be received by the stated application deadline (requests for accommodation may be granted). Applicants will be notified of a decision via email and standard mail approximately two weeks following the application deadline. Detailed application information and application deadlines are located on the University College website (http://universitycollege.du.edu/answers/admission/masters.cfm).

- Application: Applicants must complete the application online (http://myweb.du.edu).
- Application Fee: A $75 non-refundable application fee is required for an application to be processed.
• One Official Transcript from each Post-Secondary Institution: Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where 2 quarter hours (or one semester hour) or more were completed. This includes transcripts for credit earned as transfer work and study abroad.

• Two Letters of Recommendation: Two confidential letters of recommendation are required.

• Statement of Purpose: A personal statement (two pages double spaced) is required. The statement should include information on how the degree will enhance career plans and meet educational goals. Sharing personal experiences, abilities, achievements, and goals is encouraged. This document has considerable influence in the decision to admit applicants with attention given to written communication skills.

• Résumé/Curriculum Vitae (CV).

• Degree Plan: The degree plan, detailing courses for the academic program, is required to complete the admission process and can be completed through the University College online Degree Builder (http://universitycollege.du.edu/DegreeBuilder/Student/ChooseDegree.aspx) tool.

• Language Proficiency: Applicants whose native language is not English or who have been educated in countries where English is not the native language, regardless of citizenship, must provide official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). The TOEFL and IELTS scores are valid for two years from the test date. Applicants may be exempt from English proficiency test requirements if they have earned a post-secondary degree from a recognized/accredited university where the language of instruction and examination is English.

• Proof of Permanent Residency: Permanent Residents must provide a copy of their Registration Alien Card (green card).

• Admission Interview: An interview may be required at the program director’s request.

• International Applicants: Additional requirements are listed below for international applicants.

CERTIFICATE ADMISSION

Admission Criteria

A regionally accredited baccalaureate degree is required for admission. Applicants must have a minimum grade point average (GPA) of 3.0 on a 4.0 scale (or equivalent) in their undergraduate work from a regionally accredited degree-granting institution for full admission. Applicants whom University College believes may successfully engage in graduate work, but who have not met the previously stated GPA requirement, may be admitted to a degree program on a provisional basis. The GMAT and GRE are NOT required.

Admission Process

Certificate applications are reviewed for admission on a quarterly basis. Applications and all supplemental materials must be submitted online; with the exception of transcripts, which must be received by the stated application deadline (requests for accommodation may be granted). Applicants will be notified of a decision via email and standard mail approximately two weeks following the application deadline. Detailed application information and application deadlines are located on the University College website (http://universitycollege.du.edu/answers/admission/certificate.cfm).

• Application: Applicants must complete the application online (http://myweb.du.edu).

• Application Fee: A $50 non-refundable application fee is required for an application to be processed.

• One Official Transcript from each Post-Secondary Institution: Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where 2 quarter hours (or one semester hour) or more were completed. This includes transcripts for credit earned as transfer work and study abroad.

• Certificate Plan: The certificate plan, detailing courses for the academic program, is required to complete the admission process and can be completed through the University College online Degree Builder (http://universitycollege.du.edu/DegreeBuilder/Student/ChooseDegree.aspx) tool.

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• Proof of Permanent Residency: Permanent Residents must provide a copy of their Registration Alien Card (green card).

• Admission Interview: An interview may be required at the program director’s request.

• International Applicants: Additional requirements are listed below for international applicants.

INTERNATIONAL ADMISSION

International applicants must comply with all requirements set forth for domestic applicants and supplement their application with additional documentation. International applicant information, including admission deadlines and the International Applicant Checklist, is available on the University College website (http://universitycollege.du.edu/answers/admission/international.cfm).

Admitted international applicants whose native language is not English are required to attend University College’s International Preparation Week (http://universitycollege.du.edu/answers/admission/international.cfm) prior to attending courses at University College.

University College will consider graduate applicants who have earned three-year baccalaureate degrees from 15-year education systems. The school from which the applicant has earned the degree must be a formally recognized or regionally accredited institution of higher learning, as determined by
the University Of Denver Office Of International Student Admission. Admission policy and procedures for applicants holding three-year baccalaureate 
degrees is the same as for other international applicants with one exception: applicants with a three-year degree are not eligible for English Conditional 
Admission. Priority consideration will be given to those with a minimum of three year’s work experience.

Additional Admission Requirements for International Applicants

- **English Proficiency:** All internationally educated applicants whose native language is not English are required to submit proof of English Language 
Proficiency regardless of citizenship and/or U.S. residency.

1. **TOEFL:** A minimum score of 550 (paper based), 213 (computer based), or 80 (Internet based) is required for admission consideration. Generally, 
applicants should achieve at least 20 in all TOEFL subscores on the internet-based exam. TOEFL score reports older than two years from the date 
of application are not acceptable for admission consideration.

2. **Academic IELTS:** A score of 6.5 or higher is required to be considered for admission. Each individual band score must be 6.0 or higher. IELTS 
Score reports older than two years from the date of application are not acceptable for admission consideration.

3. **Possible Exemptions:** International applicants may be exempt from the TOEFL/Academic IELTS requirement if by the time of matriculation they 
have earned a post-secondary degree from a formally-recognized/accredited university where the entire language of instruction and examination is 
in English.

4. **English Conditional Acceptance (ECA):** Master's degree applicants who do not meet the required level of English proficiency may be considered 
for conditional acceptance if all other admission criteria are met. Prior to enrolling in any graduate-level coursework, ECA requires an evaluation 
by the University of Denver’s English Language Center (ELC) and successful completion of intensive ELC English courses including the Graduate 
Preparation Program. Academic classes may not be taken while students are enrolled at the English Language Center. Graduate certificate 
students may not be admitted through ECA. As an alternative to the English Language Center, an applicant may become fully admitted by 
submitting sufficient TOEFL/Academic IELTS scores.

- **Official Transcripts and Translations:** International applicants should submit official transcripts printed in the official language of instruction of their 
institution. Certified English translations must accompany all transcripts except for those provided by institutions that issue documents in English.

- **Photocopy of Diploma/Degree Certification and Appropriate Translations:** Applicants who have earned a degree outside the U.S. must submit 
proof of graduation through a degree certificate or diploma along with all appropriate official translations.

- **A Photocopy of Current Passport:** Applicants must provide a copy of the photograph and legal name page of their passport. This is required 
before an I-20 can be issued by the University of Denver.

- **The Supplemental Information Form (SEVIS Supplement):** Applicants who are not U.S. Citizens or permanent residents must complete the 
SEVIS form.

- **Financial Verification Form:** Applicants seeking an I-20 student visa must submit financial verification documents.

Certificate in Security Management with a Concentration in Emergency Planning and 
Response

Certificate Requirements

Coursework Requirements

<table>
<thead>
<tr>
<th>Concentration requirements</th>
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<tbody>
<tr>
<td>SMGT 4210 Critical Incident Management</td>
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<td>SMGT 4400 Emergency Planning</td>
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**Elective requirements**

Select two of the following: 8

- SMGT 4150 Risk Management
- SMGT 4300 Security Administration
- SMGT 4400 Emergency Planning
- SMGT 4500 Human Factors in Security
- SMGT 4200 Integrated Security Systems
- SMGT 4250 IS: Threats in Security
- SMGT 4450 Legal & Ethical Issues in Security Management
- SMGT 4050 Security Concepts Overview
- SMGT 4100 Business Function of Security
- SMGT 4350 Business Assets Protection

Total Credits 24
Certificate in Security Management with a Concentration in Information Security

Certificate Requirements

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Total Credits 24

Certificate in Security Management with a Concentration in Organizational Security

Certificate Requirements

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Total Credits 24
Master of Applied Science in Security Management with a Concentration in Emergency Planning and Response

Degree Requirements

Coursework Requirements

Core coursework requirements

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<td>Business Assets Protection</td>
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<td>SMGT 4901</td>
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<td>or SMGT 4902</td>
<td>Capstone Seminar</td>
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Total Credits: 48

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Non-coursework Requirement

Capstone Project (or successful completion of Capstone Seminar)

Master of Applied Science in Security Management with a Concentration in Information Security

Degree Requirements

Coursework Requirements

Core coursework requirements

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>SMGT 4050</td>
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<td>Capstone Seminar</td>
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<td>Mitigation for Emergency Managers</td>
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### Non-coursework Requirement

Capstone Project (or successful completion of Capstone Seminar)

### Master of Applied Science in Security Management with a Concentration in Organizational Security

### Degree Requirements

### Coursework Requirements

#### Core coursework requirements

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SMGT 4220 Hazardous and Radiological Material Preparedness

Total Credits 48

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Non-coursework Requirement

Capstone Project (or successful completion of Capstone Seminar)

Courses

SMGT 4050 Security Concepts Overview (4 Credits)
This course provides an introduction to the main principles and issues in business and organizational security management. Topics include protection of, and assessing the loss potential of, personnel, facilities, and information, and continuity of operations. The course makes extensive use of case studies and analyses, field exercises and research.

SMGT 4100 Business Function of Security (4 Credits)
This course covers the role of security in an organization or business context. Topics include budgets, contracts, financial analyses, how the security functions support the overall mission of the organization, and the relationship of security to other essential business functions. Students will also learn how to defend the costs of the security systems and security operations to high-level executives.

SMGT 4150 Risk Management (4 Credits)
Students will learn to identify and manage risks, crises and disasters, and to prepare emergency and contingency plans. Students will learn how to prevent losses, mitigate losses and accelerate recovery from security events or natural disasters. This will be accomplished through case studies and practical exercises.

SMGT 4200 Integrated Security Systems (4 Credits)
This course covers the integration of physical, personnel, and information security, including the use of information technology to enhance physical and personnel security. Students will learn the essential elements of system design, development of procedures, testing and maintenance of integrated security systems. This will be accomplished through case studies and practical exercises.

SMGT 4210 Critical Incident Management (4 Credits)
All communities are vulnerable to a variety of hazards. Emergency management provides a structure for anticipating and dealing with emergency incidents. Emergency management involves participants at all governmental levels and in the private sector. Activities are geared according to phases before, during, and after emergency events. The effectiveness of emergency management rests on a network of relationships among partners in the system. The goal of this course is to introduce students to the fundamentals of emergency management as an integrated system, surveying how the resources and capabilities of all functions at all levels can be networked together in all phases for all hazards. Included is an in-depth look at the four phases of comprehensive emergency management: mitigation, preparedness, response, and recovery.

SMGT 4220 Hazardous and Radiological Material Preparedness (4 Credits)
Hazardous materials plan development is a difficult and challenging job that requires a high level of skill and knowledge from planners charged with these responsibilities. Due to local funding shortages and frequent staff turnover at the state and local levels in the planning arena, and because of the complexity of hazardous materials planning requirements, there continues to exist a significant performance problem and training requirement for hazardous materials planning. This course provides students the assistance and confidence needed to effectively plan for and respond to hazardous materials incidents, through sound emergency planning and with the highest level of safety for response personnel within the student’s jurisdiction. This course also addresses the fundamental principles of radiation as well as the nuclear threat.

SMGT 4230 Mitigation for Emergency Managers (4 Credits)
As the costs of disasters continue to rise, governments and ordinary citizens must find ways to reduce hazard risks to our communities and ourselves. Efforts made to reduce hazard risks are easily made compatible with other community goals; safer communities are more attractive to employers as well as residents. As communities plan for new development and improvements to existing infrastructure, mitigation can and should be an important component of the planning effort.

SMGT 4250 IS: Threats in Security (4 Credits)
This course explores emerging protection concepts for the information age. Students will identify threats to security systems, discover vulnerabilities, and suggest and design protection systems. Topics include management of information security and data processing facilities, data theft, misuses of information technologies, computer viruses and hacking, and network protection. The course also covers information technology laws, privacy issues, and information security planning.
SMGT 4300 Security Administration (4 Credits)
Students apply principles of management to security administration. Topics include personnel management, security planning, organizational leadership and communication, and recruitment and training.

SMGT 4350 Business Assets Protection (4 Credits)
Students examine the application of security knowledge and techniques to the protection of business assets. The security planning process is examined by the study of risk analysis, security surveys, and financial planning and decision making for development of security programs and countermeasures.

SMGT 4400 Emergency Planning (4 Credits)
Students discuss the role of the security manager in the identification, analysis, and response to a variety of human and natural crises. They examine threats resulting from riots, demonstrations, product tampering, work stoppage activities, terrorism, and natural disasters.

SMGT 4450 Legal & Ethical Issues in Security Management (4 Credits)
This course is an overview of important legal and ethical issues with which the business and organizational security management professional must deal. Students examine such issues as personnel law and obligations; negotiations; contract management; constitutional rights of individuals; legal liability of security professionals and organizations; legal compliance; and ethical standards.

SMGT 4500 Human Factors in Security (4 Credits)
This course focuses on historical and contemporary perspectives of human behavior. Theories of behavior in the context of threat-producing activities are discussed. Contemporary issues such as substance abuse, violence, ideologies, and similar themes are examined.

SMGT 4701 Topics in Security Management (1-6 Credits)
The content of this course varies each time it is offered. The topics may include time-sensitive issues from the film industry, elective courses that are not scheduled regularly during the course of the year, or advanced inquiry into core-course subjects. Each time the course is offered, the specific content is announced in the quarterly course schedule. Depending on the subject matter, students may be required to have completed prerequisite courses.

SMGT 4901 Capstone Project (4 Credits)
The Capstone Project provides students the opportunity to research a topics, problem, or issue within their field of study, and work individually with a Capstone advisor. Similar in weight to a thesis, but more flexible, this final project synthesizes and applies core concepts acquired from the program. The student selects an appropriate Capstone advisor who is knowledgeable in the field of study to work closely with and whom can guide the research project. Evaluation will be focused on the quality and professionalism of applied research and writing; critical and creative thinking; problem-solving skills; knowledge of research design, method, and implementation; and contribution to the field and topic of study. View the Capstone Guidelines for additional details. Prerequisites: A Capstone Proposal that has been approved by both the Capstone Advisor and the Academic Director, unconditional acceptance as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPA of 3.0 or better, and a B or better in MALS 4020. A final grade of B or better must be earned in this course to meet degree requirements. 

SMGT 4902 Capstone Seminar (4 Credits)
The Capstone Seminar is a graduate seminar in which students utilize the knowledge and skills gained through the degree program to create a culminating work that critically addresses a problem or issue in the degree field of study. The student produces a paper of 7000-8000 words that presents a position on a relevant problem or issue, supports the position with professional and academic work in the field, analyzes and tests the paper position, and discusses the role of the findings within the field of study. The seminar is dependent upon collegial discussion of student research and work under the facilitation of a faculty member, and it is governed by the quality of participation and contributions of the students. The course structure, facilitated by the faculty member, guides the students through the process of independent research and writing of a capstone paper; the instructor provides intensive feedback on the capstone process and papers. Students are responsible for generating the course content through ongoing discussion of and peer feedback on the capstone process and individual papers, as well as the analysis and contextualization of focused students papers within the wider degree field of study. Students professionally and academically communicate their findings through written work and oral presentations. Prerequisites: unconditional acceptance as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPA of 3.0 or better, and a B or better in MALS 4020. A final grade of B or better must be earned in this course to meet degree requirements. Students must complete the Capstone Seminar in one quarter; no incomplete grades are assigned.

SMGT 4904 Interdisciplinary Capstone Seminar (4 Credits)
The Interdisciplinary Capstone Seminar is a graduate seminar in which students utilize the knowledge and skills gained through the degree program to create a culminating work that critically addresses a problem or issue in the degree field of study. Members of the class will include students from various UCOL programs, representing multiple topics of study. On campus offerings of this course include required online components. The student produces a paper of 7000-8000 words that presents a position on a relevant problem or issue, supports the position with professional and academic work in the field, analyzes and tests the paper position, and discusses the role of the findings within the field of study. Students professionally and academically communicate their findings through written work and oral presentations. The seminar is dependent upon active and collegial discussion and critique of student research and work under the facilitation of a faculty member, and it is governed by the quality of participation and contributions of the students. Students must have: unconditional acceptance as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPA of 3.0 or better, and a B or better in MALS 4020. A final grade of B or better must be earned in this course to meet degree requirements. Students must complete the Capstone Seminar in one quarter; no incomplete grades are assigned.
SMGT 4910 Research Practices and Applications (4 Credits)
This course develops competency in principles of research and measurement for use in the professional setting. As an initial course in the program of study, students learn research methods to apply to program and systems design and evaluation to achieve successful measurement of outcomes and goals. Students become critical consumers of pertinent literature to provide background and support for the choice and application of proper qualitative and quantitative research methods and data analysis for professional application. Critical thinking through comparing and contrasting cause and effect is used to build logic models. Research, design, and evaluation processes that address issues of implementation, feasibility, and sustainability are emphasized. At the conclusion of this course, students are prepared to apply and clearly communicate the practice of scientific research principles in the professional environment to ensure that the question being asked can be answered through rigorous research and the design and formative assessment of the program or system. Completion of Institutional Review Board (IRB) training via CITI Program is required as a basis for discussion of research ethics and IRB procedures. Competencies gained in this course, including practices of inquiry, self-analysis, and evaluation, are applied and integrated throughout the course of study and demonstrated in the culminating capstone work of the master's degree.

SMGT 4991 Independent Study (1-8 Credits)
This is an advanced course for students wishing to pursue an independent study. The student must be accepted in a degree program, have earned a grade point average of 3.0 or better, obtained the approval of the department director, and have completed the Independent Study form and filed the form with all appropriate offices before registering for the independent study. Independent study is offered only on a for-credit basis.

SMGT 4992 Directed Study (1-5 Credits)
This is an advanced course for students wishing to pursue a directed course of study, which is based on an existing course. However, the existing course is not offered in a reasonable time frame to accommodate the student. The student must be accepted in a degree program, have earned a grade point average of 3.0 or better, obtained the approval of the department director, and have completed the Independent Study form and filed the form with all appropriate offices before registering for the directed study. Directed study is offered only on a for-credit basis.

Strategic Human Resource Management

Office: University College Student Support Center
Mail Code: 2211 S. Josephine St., Denver, CO 80208
Phone: 303-871-2291, 800-347-2042
Email: ucolsupport@du.edu
Web Site: http://www.universitycollege.du.edu

Certificate in Strategic Human Resources Management with a concentration in Global Human Resources

The graduate certificate in Global Human Resources concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults and prepares graduates to understand the current domestic and international economies as they relate to professions in global human resources. Certificate students will delve into discussions that go beyond the local, regional, and national level and instead explore the impact of world issues, laws, trends, and international business topics as they relate to effective HR strategy.

Certificate students are effectively prepared to face the advanced challenges of marketing, technology, management, and finance at the global level from a strategic, competent perspective with each election, world event, software implementation, and restructuring. HR professionals with several years of experience who are looking to challenge themselves and become more marketable by learning about the international marketplace will benefit from this graduate certificate. HR at the global level is emerging in importance, and certificate students will learn about vital world issues, laws and trends, and HR strategy. As the world becomes smaller via 21st century practices, corporate objectives and communication avenues, understanding all aspects of the "globalization" of functions becomes essential. Credits earned through this graduate certificate may apply toward a master's degree in Strategic Human Resource Management.

This certificate prepares students to:

• Contrast leadership models, skills, and needs
• Demonstrate knowledge of the current global economy as it relates to the HR profession and its functions
• Develop a greater level of personal and professional cultural competence
• Plan and develop processes for global human resource functioning
• Understand, contrast, and utilize best practices within domestic and global HR markets
• Apply HR solutions to a global market
• Explore the impact of world issues, laws, trends, and international business topics as they relate to effective HR strategy

Strategic Human Resource Management

This program prepares students to:

• Exposure to the most up-to-date research, practices, and key strategic developments in the field of human resources
• Expanded understanding of the global workplace and its worldwide challenges and implications
• Enhanced capacity to integrate information and technology with HR operations and management
• Understand and model principals of ethical and legal behavior as HR professionals operating across organizational, professional, and social settings
• Development of critical strategic management interests and skills
• Development of requisite knowledge for managing and developing Human Resource functions/programs within national and global paradigms
• Enhanced capacity to understand and utilize business and financial knowledge within the HR environment and the advantages of doing so
• Develop knowledge and skills within an HR concentration which stimulates interest and enhances professional direction and future career objectives

Certificate in Strategic Human Resources Management with a concentration in Human Resource Management and Development

The graduate certificate in Human Resource Management and Development concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults and will help HR professionals expand their skill set and provide transferrable knowledge they can apply today. Certificate students learn to execute business strategy through the development of talent management programs, in addition to how to evaluate, diagnose, and solve organizational change and issues in HR.

Certificate students are led by professional practitioners who work in human resource management and classes impart the knowledge, strategies, theories, tools, and techniques necessary to effectively manage a workforce. HR professionals must be aware of key 21st century and world issues affecting human resource management and learning organizations. They must understand current research and applications affecting choices in consulting and they must incorporate the powerful technological tools and methods, which are utilized to track and measure goals, outcomes, and performance.

The Strategic Human Resource Management program offers innovative, career-relevant graduate certificate courses from compensation to information systems, decision-making to ethics as they each relate to HR. Certificate students can expect a challenging program of study, as they learn to implement systems theory as a model for business success, and measure the impact of learning and performance strategies. Credits earned through this graduate certificate may apply toward a master's degree in Strategic Human Resource Management.

This graduate certificate prepares students to:

• Incorporate the process of executing business strategy through the development of talent management programs, which incorporate metrics for performance and up-to-date tools tied to achievement
• Understand systems theory as a model for business success, and measure the impact of learning and performance strategies
• Understand and choose current communication and consulting tools designed to meet organizational objectives
• Evaluate, diagnose, and treat organizational change and organizational issues
• Incorporate technology utilization into various HR functions including integration of systems, deployment of HR information, or programs and management activities

Strategic Human Resource Management

This program prepares students to:

• Exposure to the most up-to-date research, practices, and key strategic developments in the field of human resources
• Expanded understanding of the global workplace and its worldwide challenges and implications
• Enhanced capacity to integrate information and technology with HR operations and management
• Understand and model principals of ethical and legal behavior as HR professionals operating across organizational, professional, and social settings
• Development of critical strategic management interests and skills
• Development of requisite knowledge for managing and developing Human Resource functions/programs within national and global paradigms
• Enhanced capacity to understand and utilize business and financial knowledge within the HR environment and the advantages of doing so
• Develop knowledge and skills within an HR concentration which stimulates interest and enhances professional direction and future career objectives

Master of Professional Studies in Strategic Human Resources Management with a concentration in Global Human Resources

The Global Human Resources master's degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults and prepares graduates to understand the current domestic and international economies as they relate to the global human resources profession. The Global Human Resources master's degree concentration goes beyond the local, regional, and national level and instead explores the impact of world issues, laws, trends, and international business topics as they relate to effective HR strategy.

The master's degree effectively prepares graduates to face the advanced challenges of marketing, technology, management, and finance at the global level from a strategic, competent perspective with each election, world event, software implementation, and restructuring. Practical instruction is led by professional practitioners who work in the fields they teach and work in organizations that deal with HR on a global level. This concentration is ideal for HR professionals with several years of experience who are looking to challenge themselves and become more marketable by learning about the
international marketplace. For anyone interested in applying to a global corporation, or is currently playing a key role in an organization’s transition into going global or being merged or acquired by a global organization, this concentration will benefit those interested in learning world issues, laws and trends, and HR strategy at the global level.

As the world becomes smaller via 21st century practices, corporate objectives and communication avenues, understanding all aspects of the "globalization" of functions becomes essential. Customize your Strategic Human Resource Management master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to:

- Contrast leadership models, skills, and needs
- Demonstrate knowledge of the current global economy as it relates to the HR profession and its functions
- Develop a greater level of personal and professional cultural competence
- Plan and develop processes for global human resource functioning
- Understand, contrast, and utilize best practices within domestic and global HR markets
- Apply HR solutions to a global market
- Explore the impact of world issues, laws, trends, and international business topics as they relate to effective HR strategy

Strategic Human Resource Management

This program prepares students to:

- Exposure to the most up-to-date research, practices, and key strategic developments in the field of human resources
- Expanded understanding of the global workplace and its worldwide challenges and implications
- Enhanced capacity to integrate information and technology with HR operations and management
- Understand and model principals of ethical and legal behavior as HR professionals operating across organizational, professional, and social settings
- Development of critical strategic management interests and skills
- Development of requisite knowledge for managing and developing Human Resource functions/programs within national and global paradigms
- Enhanced capacity to understand and utilize business and financial knowledge within the HR environment and the advantages of doing so
- Develop knowledge and skills within an HR concentration which stimulates interest and enhances professional direction and future career objectives

Master of Professional Studies in Strategic Human Resources Management with a concentration in Human Resource Management and Development

The Human Resource Management and Development master's degree concentration is offered online or on campus at the University of Denver in the evenings, or in a combination of both, to meet the needs of busy adults and prepares students to integrate the HR function with strategic organizational goals by executing business strategy through the development of talent management programs. Students learn how to evaluate, diagnose, and solve organizational change and issues, as well as meet organizational objectives through use of current communication and consulting tools.

Led by professional practitioners who work in human resource management, classes are geared toward HR professionals seeking the knowledge, strategies, theories, tools, and techniques necessary to effectively manage a workforce. HR professionals must be aware of key 21st century and world issues affecting organizations and human resource management. Degree#seekers will come to understand current research and applications making an impact on choices in consulting as they discover how to incorporate powerful technological tools and methods, which are utilized to track and measure goals, outcomes, and performance.

The Strategic Human Resource Management master's degree program offers innovative, career#relevant courses from ethics to information systems, compensation to decision making, in which students can expect a challenging program of study. Learn to implement systems theory as a model for business success, and measure the impact of learning and performance strategies by becoming a master of human resource management and development. Customize your Strategic Human Resource Management master's degree through the innovative Professional Options Curriculum using our convenient online degree builder tool, which allows you to select courses that cater to your specific career needs.

This degree prepares students to:

- Incorporate the process of executing business strategy through the development of talent management programs, which incorporate metrics for performance and up#to#date tools tied to achievement
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- Incorporate technology utilization into various HR functions including integration of systems, deployment of HR information, or programs and management activities
Strategic Human Resource Management

This program prepares students to:

- Exposure to the most up-to-date research, practices, and key strategic developments in the field of human resources
- Expanded understanding of the global workplace and its worldwide challenges and implications
- Enhanced capacity to integrate information and technology with HR operations and management
- Understand and model principals of ethical and legal behavior as HR professionals operating across organizational, professional, and social settings
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- Enhanced capacity to understand and utilize business and financial knowledge within the HR environment and the advantages of doing so
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MASTER'S DEGREE ADMISSION

Admission Criteria

A regionally accredited baccalaureate degree is required for admission. Applicants must have a minimum grade point average (GPA) of 3.0 on a 4.0 scale (or equivalent) in their undergraduate work from a regionally accredited degree-granting institution for full admission. Applicants whom University College believes may successfully engage in graduate work, but who have not met the previously stated GPA requirement, may be admitted to a degree program on a provisional basis. The GMAT and GRE are NOT required.

Admission Process

Master's degree applications are reviewed for admission on a quarterly basis. Applications and all supplemental materials must be submitted online; with the exception of transcripts, which must be received by the stated application deadline (requests for accommodation may be granted). Applicants will be notified of a decision via email and standard mail approximately two weeks following the application deadline. Detailed application information and application deadlines are located on the University College website (http://universitycollege.du.edu/answers/admission/masters.cfm).

- Application: Applicants must complete the application online (http://myweb.du.edu).
- Application Fee: A $75 non-refundable application fee is required for an application to be processed.
- One Official Transcript from each Post-Secondary Institution: Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where 2 quarter hours (or one semester hour) or more were completed. This includes transcripts for credit earned as transfer work and study abroad.
- Two Letters of Recommendation: Two confidential letters of recommendation are required.
- Statement of Purpose: A personal statement (two pages double spaced) is required. The statement should include information on how the degree will enhance career plans and meet educational goals. Sharing personal experiences, abilities, achievements, and goals is encouraged. This document has considerable influence in the decision to admit applicants with attention given to written communication skills.
- Résumé/Curriculum Vitae (CV).
- Degree Plan: The degree plan, detailing courses for the academic program, is required to complete the admission process and can be completed through the University College online Degree Builder (http://universitycollege.du.edu/DegreeBuilder/Student/ChooseDegree.aspx) tool.
- Language Proficiency: Applicants whose native language is not English or who have been educated in countries where English is not the native language, regardless of citizenship, must provide official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). The TOEFL and IELTS scores are valid for two years from the test date. Applicants may be exempt from English proficiency test requirements if they have earned a post-secondary degree from a recognized/accredited university where the language of instruction and examination is English.
- Proof of Permanent Residency: Permanent Residents must provide a copy of their Registration Alien Card (green card).
- Admission Interview: An interview may be required at the program director’s request.
- International Applicants: Additional requirements are listed below for international applicants.

CERTIFICATE ADMISSION

Admission Criteria

A regionally accredited baccalaureate degree is required for admission. Applicants must have a minimum grade point average (GPA) of 3.0 on a 4.0 scale (or equivalent) in their undergraduate work from a regionally accredited degree-granting institution for full admission. Applicants whom University College believes may successfully engage in graduate work, but who have not met the previously stated GPA requirement, may be admitted to a degree program on a provisional basis. The GMAT and GRE are NOT required.
Admission Process
Certificate applications are reviewed for admission on a quarterly basis. Applications and all supplemental materials must be submitted online; with the exception of transcripts, which must be received by the stated application deadline (requests for accommodation may be granted). Applicants will be notified of a decision via email and standard mail approximately two weeks following the application deadline. Detailed application information and application deadlines are located on the University College website (http://universitycollege.du.edu/answers/admission/certificate.cfm).

- **Application**: Applicants must complete the application online (http://myweb.du.edu).
- **Application Fee**: A $50 non-refundable application fee is required for an application to be processed.
- **One Official Transcript from each Post-Secondary Institution**: Applicants are required to submit an official transcript from each post-secondary institution they have attended, or are presently attending, where 2 quarter hours (or one semester hour) or more were completed. This includes transcripts for credit earned as transfer work and study abroad.
- **Certificate Plan**: The certificate plan, detailing courses for the academic program, is required to complete the admission process and can be completed through the University College online Degree Builder (http://universitycollege.du.edu/DegreeBuilder/Student/ChooseDegree.aspx) tool.
- **Language Proficiency**: Applicants whose native language is not English or who have been educated in countries where English is not the native language, regardless of citizenship, must provide official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). The TOEFL and IELTS scores are valid for two years from the test date. Applicants may be exempt from English proficiency test requirements if they have earned a post-secondary degree from a recognized/accredited university where the language of instruction and examination is English.
- **Proof of Permanent Residency**: Permanent Residents must provide a copy of their Registration Alien Card (green card).
- **Admission Interview**: An interview may be required at the program director’s request.
- **International Applicants**: Additional requirements are listed below for international applicants.

INTERNATIONAL ADMISSION
International applicants must comply with all requirements set forth for domestic applicants and supplement their application with additional documentation. International applicant information, including admission deadlines and the International Applicant Checklist, is available on the University College website (http://universitycollege.du.edu/answers/admission/international.cfm).

Admitted international applicants whose native language is not English are required to attend University College’s International Preparation Week (http://universitycollege.du.edu/answers/admission/international.cfm) prior to attending courses at University College.

University College will consider graduate applicants who have earned three-year baccalaureate degrees from 15-year education systems. The school from which the applicant has earned the degree must be a formally recognized or regionally accredited institution of higher learning, as determined by the University Of Denver Office Of International Student Admission. Admission policy and procedures for applicants holding three-year baccalaureate degrees is the same as for other international applicants with one exception: applicants with a three-year degree are not eligible for English Conditional Admission. Priority consideration will be given to those with a minimum of three year’s work experience.

**Additional Admission Requirements for International Applicants**

- **English Proficiency**: All internationally educated applicants whose native language is not English are required to submit proof of English Language Proficiency regardless of citizenship and/or U.S. residency.
  1. **TOEFL**: A minimum score of 550 (paper based), 213 (computer based), or 80 (Internet based) is required for admission consideration. Generally, applicants should achieve at least 20 in all TOEFL subscores on the internet-based exam. TOEFL score reports older than two years from the date of application are not acceptable for admission consideration.
  2. **Academic IELTS**: A score of 6.5 or higher is required to be considered for admission. Each individual band score must be 6.0 or higher. IELTS score reports older than two years from the date of application are not acceptable for admission consideration.
  3. **Possible Exemptions**: International applicants may be exempt from the TOEFL/Academic IELTS requirement if by the time of matriculation they have earned a post-secondary degree from a formally-recognized/accredited university where the entire language of instruction and examination is in English.
  4. **English Conditional (Admission?) (ECA)**: Master's degree applicants who do not meet the required level of English proficiency may be considered for conditional acceptance if all other admission criteria are met. Prior to enrolling in any graduate-level coursework, ECA requires an evaluation by the University of Denver's English Language Center (ELC) and successful completion of intensive ELC English courses including the Graduate Preparation Program. Academic classes may not be taken while students are enrolled at the English Language Center. Graduate certificate students may not be admitted through ECA. As an alternative to the English Language Center, an applicant may become fully admitted by submitting sufficient TOEFL/Academic IELTS scores.
- **Official Transcripts and Translations**: International applicants should submit official transcripts printed in the official language of instruction of their institution. Certified English translations must accompany all transcripts except for those provided by institutions that issue documents in English.
- **Photocopy of Diploma/Degree Certification and Appropriate Translations**: Applicants who have earned a degree outside the U.S. must submit proof of graduation through a degree certificate or diploma along with all appropriate official translations.
• A Photocopy of Current Passport: Applicants must provide a copy of the photograph and legal name page of their passport. This is required before an I-20 can be issued by the University of Denver.

• The Supplemental Information Form (SEVIS Supplement): Applicants who are not U.S. Citizens or permanent residents must complete the SEVIS form.

• Financial Verification Form: Applicants seeking an I-20 student visa must submit financial verification documents.

Certificate in Strategic Human Resources Management with a Concentration in Global Human Resources

Certificate Requirements

Coursework Requirements

Concentration requirements

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Elective requirements

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Total Credits 24

Certificate in Strategic Human Resources Management with a Concentration in Human Resource Management and Development

Certificate Requirements

Coursework Requirements

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# Master of Professional Studies in Strategic Human Resources Management with a Concentration in Global Human Resources

## Degree Requirements

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<td>or HRA 4902</td>
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<td>Internship</td>
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**Total Credits:** 48

Students may choose from the elective options above, or they may work with their advisor to choose electives from the Related or Flexible options for their elective courses.

Students will work with their personal academic advisor to determine the best set of courses to choose from the Related Option. The Related Option allows students to choose from a predetermined group of subject areas from other concentrations that have been identified as most likely relating to their concentration area.

Students will work with their personal academic advisor to determine the best set of courses to choose from the Flexible Option. The Flexible Option allows students to choose from a pool of courses that have been designated for this option. Courses may be from different concentration areas and students will need to obtain approval from the academic director to pursue this option.

### Non-coursework Requirement

Capstone Project (or successful completion of Capstone Seminar)

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# Master of Professional Studies in Strategic Human Resources Management with a Concentration in Human Resource Management and Development

## Degree Requirements

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**Total Credits:** 4
HRA 4120  Legal, Ethical and Employment Issues in Human Resource  4
HRA 4130  Business and Financial Foundations in Human Resource  4
MALS 4020  Graduate Research and Writing  4
HRA 4901  Capstone Project  4
or HRA 4902  Capstone Seminar

**Concentration requirements**

HRA 4210  Strategic Workforce Planning & Talent Management  4
HRA 4220  Learning: Development and Performance  4
HRA 4230  Consulting and Human Resource Applications  4
HRA 4240  Human Resource Information Systems  4

**Elective requirements**

Select three of the following:  12

- HRA 4410  Problem Solving in Human Resource: Current Issues
- HRA 4420  Employee Relations
- HRA 4430  Compensation and Benefits
- HRA 4440  Supervision and Managerial Decision Making
- HRA 4310  Creating a Global Mindset
- HRA 4320  Global Human Resource Planning and Development
- HRA 4330  Human Resource Challenges in the Global Marketplace
- HRA 4340  Human Resource Case Studies and World Issues
- HRA 4980  Internship

Total Credits  48

Students may choose from the elective options above, or they may work with their advisor to choose electives from the Related or Flexible options for their elective courses.

Students will work with their personal academic advisor to determine the best set of courses to choose from the Related Option. The Related Option allows students to choose from a predetermined group of subject areas from other concentrations that have been identified as most likely relating to their concentration area.

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**Non-coursework Requirement**

Capstone Project (or successful completion of Capstone Seminar)
Maintaing Contact Information

E-Mail

Students are provided a firstname.lastname@du.edu email address that automatically forwards to the designated personal off-campus email address. This address shall be an official means of communication with all students, faculty and staff. Students are responsible for all information sent to them at this address. It is important to maintain your preferred off-campus address and email account. Students may change the preferred off-campus email address at any time by logging into PioneerWeb (https://PioneerWeb.du.edu) and selecting the myWeb link on the Student tab. Select Personal Information and then Update Email Addresses. Update your personal email address to the off-campus address and be sure to check the box designating the off-campus address as the preferred address.

The UTS Computer HelpDesk can assist with logging into PioneerWeb (https://PioneerWeb.du.edu) and answer questions on a variety of other technical topics. To contact the HelpDesk call 303-871-4700, send email to support@du.edu or access support through the UTS website.

The University sends much of its correspondence solely through email. This includes policy announcements, emergency notices, meeting and event notifications, course syllabi and requirements, and correspondence between faculty, staff, and students. Such correspondence is mailed only to the official university email address. Faculty, staff, and students are expected to check their email on a frequent and consistent basis in order to stay current with University-related communications. Faculty, staff, and students have the responsibility to recognize that certain communications may be time-critical. This policy applies to all members of the University of Denver community; faculty, staff, and students.

The @du.edu Computer Account

The official email address will appear in the University's Banner administrative system within 24 hours after a person is officially entered into the Banner administrative system and will also appear in the University's online directory. Students may request confidentiality.

Procedures for Approval for Access to Electronic Communications of Others

Individuals needing to access the electronic communications of others, to use information gained from such access, or to disclose information from such access must obtain approval in advance from the Vice Chancellor of University Technology Services. Requests must be in writing and minimally include the following:

- name and title of the person whose communications will be accessed
- name and title of the person who will access the communications
- purpose of access
- what forms of communication will be accessed (e.g., voice mail, email, fax)
- required duration of access
- what will be done with accessed messages, including to whom they will be disclosed

Address Information

Enrolled students must provide the University with a valid mailing address and are responsible for communications sent to that address. If correct address information is not maintained, students may not receive grades, bills or graduation mailings. The University is not responsible if payment of tuition and fees is not made because a student did not receive a billing notice. Students may be assessed a late fee if payment is not received by the due date printed on the bill. Additionally, the University must know how to contact students in case of an emergency.

Students unable to make address changes online can pursue the following options:

- Visit the registrar’s office on the garden level of University Hall or download the Address/Phone/ Email Change Request form from http://www.du.edu/registrar.
- Send an email to registrar@du.edu; include student number and indicate which address or addresses are to be changed. (See following address types.)
- Call 303-871--4095. (For security reasons, students are asked to give identifying information.)
- Send a fax to 303-871--4300. (Include student number, month and date of birth, and indicate which address types are to be changed.)

Types of Addresses

- Mailing: This is the default address used by DU. All constituents should have a correct mailing address.
- Billing: Used to send the tuition bill to a different address from the mailing address.
- Business: Your place of work. For DU employees, this will be your office address.
- Grades: Used to send grades to to a different address than the mailing address.
• **Home**: Used to distinguish a permanent (family) address for students from out of the area, or a home address for alumni. International students and employees (visa classes F, M and J) must maintain a valid foreign address in this field.

• **On--Campus**: Used only for University housing addresses. It is populated automatically each term.

• **Parents**: DU can maintain up to two addresses for parents.

• **Seasonal**: Used to override your permanent mailing address for certain times each year—e.g., a summer house.

• **Temporary**: Used to override your permanent mailing address for a single specified period.

**Telephone Numbers**

Students can enter several different types of telephone numbers in their student account: permanent home, business, cell, fax and local (if different from permanent home). Indicate the type and whether the number should be added or deleted on the front of the form. If checked as “unlisted,” the telephone number will only be released to University officials.
Critical Notification System

Registration Instructions

The University can send voice or text messages to students in the event of an urgent situation. The system will call every contact number provided and leave a voicemail if the call is unanswered. Text messages are optional and sent to only one number. The owner assumes any costs associated with receiving text messages.

You may designate one number to receive text messages. If you have elected to receive a text message, you will receive a text message from the CINS vendor to confirm that you wish to opt in to receive future emergency text messages. You will be responsible for any costs associated with your text messages. Remember this is how we reach you in an emergency.

Students must provide valid contact information in order to receive a text message or voice mail alert. To update contact information, click the Notification Preferences link under Personal Information, which is found under the myWeb tab of PioneerWeb (https://PioneerWeb.du.edu).

Emergency Contacts

You may provide the University with contact information for individuals you wish us to contact in the event of an emergency. You may update emergency contact information in Personal Information, which is found under the myWeb tab of PioneerWeb (https://PioneerWeb.du.edu).

Academic Year

Summer Session

Summer session is an avenue for graduate students to accelerate their programs or complete necessary coursework. Elective and required courses are offered in a variety of time frames. Travel and other unique courses, including short, intensive workshops, are part of the summer program.

Visiting students, professionals and individuals from the community are admitted under an open enrollment policy.

Note: University College considers summer to be part of the academic year. The Summer Quarter is ten weeks long.

Interterm

Interterm is the time period prior to each academic quarter, during which short, on-campus and travel courses are offered. Hours completed in interterm are applied as credit toward graduation requirements. Students register for interterm classes through the Special Community Programs office.

Note: Some units may have specific requirements about the maximum number of interterm hours which may be applied toward the degree. Contact the unit for details.

Attendance

Students must officially enroll for the courses they attend. A student cannot receive credit or a grade for a course without being enrolled in it.

Instructors have the right and responsibility to establish attendance policies for their courses.

Students are responsible for informing instructors about their absence from class and for completing assignments given during their absence.

Religious Accommodations and Class Attendance

Faculty, staff, student organizations and other programming groups are strongly urged to be mindful of major holy days in their scheduling. A list of the most-frequently observed religious holidays can be found at: http://portfolio.du.edu/religiouslife. Please note this list is meant to be inclusive of most major religious traditions (although certainly not comprehensive) and religious holidays have no official status at DU.

University policy grants students excused absences from class or other organized activities for observance of religious holy days, unless the accommodation would create an undue hardship. Faculty are asked to be responsive to requests when students contact them in advance to request such an excused absence. Students are responsible for completing assignments given during their absence, but should be given an opportunity to make up work missed because of religious observance.

Once a student has registered for a class, the student is expected to examine the course syllabus for potential conflicts with holy days and to notify the instructor by the end of the first week of classes of any conflicts that may require an absence (including any required additional preparation/travel time). The student is also expected to remind the faculty member in advance of the missed class, and to make arrangements in advance (with the faculty member) to make up any missed work or in-class material within a reasonable amount of time.
Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment due dates; releasing a graduate assistant from teaching or research responsibilities, etc. The student must be given the opportunity to do appropriate make-up work that is equivalent and intrinsically no more difficult than the original exam or assignment. Faculty should keep in mind that religion is a deeply personal and private matter and should make every attempt to respect the privacy of the student when making accommodations (for example, it is not appropriate to announce to the class that a student is doing a presentation or making up an exam at a later date because of their religious observance).

If a student and course instructor cannot agree on an accommodation, the student may bring the matter to the Department Chair for a decision. Additional resources in resolving disagreements over accommodations include the University Chaplain, the Center for Multicultural Excellence, and the Office of Diversity and Equal Opportunity. If there is still no agreement, the student may bring the matter to the school or college dean’s office, where a final decision will be made. Students who believe they have been discriminated against on the basis of religion by the denial of a requested religious accommodation may contact the Office of Diversity and Equal Opportunity to learn about filing a discrimination complaint.

Final Exams

Any final exam for a course must be scheduled during the final exam period. Each quarter, the Office of the Registrar posts the final exam schedule on its website at www.du.edu/registrar. Students must attend all final exams as scheduled by faculty. Students are expected to let their instructors know when they have more than one exam being held at the same time. The Office of the Registrar will attempt to resolve conflicts whenever possible. Final exams are not changed to accommodate student travel plans, and students should only plan travel after the official end date of the term.

Campus Weather Closures

Sometimes severe storms may create such a hazard that the University makes a decision to close and cancel operations for a period of time. Students can receive information about campus weather closures by registering for the Critical Incident Notification System (p. 812). The University of Denver homepage will also be updated to reflect a closure due to severe weather.

Disclosure of Student Information

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include the following:

1. The right to inspect and review the student's education records within 45 days after the day the University receives a request for access. A student should submit to the registrar a written request that identifies the record(s) the student wishes to inspect. Request forms are available from the registrar. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the registrar, the registrar shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The University discloses education records without a student’s prior written consent under the FERPA exception for disclosure to University officials with legitimate educational interests. A University official is a person employed by the University in an administrative, supervisory, academic, research or staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student, volunteer or employee of a partner organization serving on an official committee, such as an admission, disciplinary or grievance committee, or assisting another University official in performing his or her tasks. A University official also may include a contractor outside of the University who performs an institutional service or function for which the University would otherwise use its own employees and who is under the direct control of the University with respect to the use and maintenance of PII from education records, such as an attorney, auditor or collection agent or a student volunteering to assist another University official in performing his or her tasks. A University official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her institutional duties.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605
Directory Information

The law provides that “directory information” may be released without the consent of the student. The University of Denver designates the following student information as “directory information:"

- The student’s name, addresses, telephone numbers, electronic mail and webpage addresses, employer, job title, photographic images, date and place of birth, field of study, full-time or part-time status, class (e.g., graduate, sophomore, junior), participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, anticipated date of graduation, degrees and awards received, thesis and dissertation titles and the most recent previous educational agency or institution attended by the student.

Students may prevent the University from disclosing directory information by submitting a “Request to Prevent Disclosure of Directory Information" form (available from the Office of the Registrar) to the Office of the Registrar, University Hall, G33.

Disclosure

Students may authorize the University to share information from education records with third parties such as parents. Authorizations may be completed online or by completing an authorization form available in the Office of the Registrar.

FERPA permits the disclosure of PII from students’ education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to University officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student to the following entities or for the following purposes:

- University officials, including faculty, within the University whom the University has determined to have legitimate educational interests. This includes contractors, consultants, volunteers or other parties to whom the University has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(f)-(a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- Authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the University’s State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid or enforce the terms and conditions of the aid. (§99.31(a)(4))
- Organizations conducting studies for, or on behalf of, the University, in order to (a) develop, validate or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- Accreditating organizations to carry out their accrediting functions. (§99.31(a)(7))
- Parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- With information the University has designated as “directory information” under §99.37. (§99.31(a)(11))
- A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- The general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the University determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the University’s rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- Parents of a student regarding the student’s violation of any Federal, State or local law, or of any rule or policy of the University, governing the use or possession of alcohol or a controlled substance if the University determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which a student’s education records and PII contained in such records—including Social Security Number, grades, or other private information—may be accessed without the student’s consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education or state and local education authorities (“Federal and State authorities”) may allow access to student records and PII without consent to any third party designated by a Federal or State authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to a student’s education records and PII without the student’s consent to researchers performing certain types of studies, in certain cases even when the University objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State authorities may collect,
compile, permanently retain and share without the student’s consent PII from education records, and they may track participation in education and other programs by linking such PII to other personal information about the student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service and migrant student records systems.

**Additional Information**

Questions about these policies and procedures may be directed to the Office of the Registrar at 303.871.3897. Request forms and additional information are available on the web at www.du.edu/registrar or in the Office of the Registrar at 2197 South University Blvd., room G33, Denver, Colorado 80208.

**Unit of Credit**

**Quarter Credit**

**CONTENT NEEDED**

**Semester Credit**

**CONTENT NEEDED**
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Admissions

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Admission Status

A student may be admitted to graduate study in one of the following classifications:

- regular degree student
- provisional admission
- certificate student
- special status student
- English Conditional Admission (ECA)
- lifelong learner
- visiting scholar

Regular Degree Student

Students unconditionally approved for graduate study in a master’s, doctoral, or academic certificate program have regular status.

Regular status is required for advancement to degree candidacy and graduation. Qualified students may be recommended for admission to regular degree status provided they meet the minimum admission standards and the requirements set forth by the individual graduate degree program.

Provisional Admission

Students admitted with some deficiency in undergraduate training, incomplete credentials, or low GPA are admitted with provisions.

Students may be accepted with provisions on a case-by-case basis. Students admitted with provisions must be changed to regular status as soon as the conditions governing this type of admission have been met, and provisions must be satisfied in the time frame set by the admitting unit. The incomplete admission credentials provision must be satisfied no later than the sixth week of the first quarter of enrollment or a hold will be placed prohibiting registration.

The deficiency in academic training provision must be satisfied no later than the first 15 credit hours of enrollment or one calendar year, whichever comes first. Any provision for a specific course(s) must be earned with a grade of B or better in each course. Students must be informed of the provisional admittance policies and the provisions to be satisfied in the acceptance letter.

Graduate and professional programs may require that students with three-year baccalaureate degrees be admitted provisionally and complete specific graduate-level courses in their first 15 credit hours of enrollment, earning a grade of B or better in each course.

Note: Some academic units may have more restrictive timelines for satisfying provisions. Contact the unit for details.

Certificate Student

A certificate student is one who is engaged in a program of study leading to a certificate. Only academic certificates will appear on the student’s transcript. Students must be admitted to a certificate program to be awarded the certificate.

Special Status Student

Students who do not intend to pursue a degree program may be admitted under special status. Proof of bachelor’s degree is required to enroll in graduate courses under special status. International applicants must demonstrate proof of English language proficiency and submit the International Special Status Supplement form. Special status students must secure the appropriate departmental administrator’s signature on the special status form prior to submitting it for registration. Admission as a special status student does not guarantee admission to any University of Denver graduate degree program. In the event that the student subsequently wishes to undertake a degree program at the University of Denver, the regular application procedures must be followed, including the submission of the required application fee. No more than 15-credit hours earned in special status may be applied to the degree.
Special status students must apply each term in the appropriate graduate unit. Special status students may not register during priority registration, but may register immediately prior to the beginning of each term. Some academic units do not allow special status enrollment.

**Note:** Special status students interested in taking Iliff School of Theology courses must register at Iliff. The classes will be counted as special status hours, not transfer courses, towards the DU-Iliff Joint PhD program with advisor approval upon acceptance into the Joint PhD program.

**English Conditional Admission (ECA)**

In cases where minimum TOEFL/IELTS scores were not achieved or no English proficiency test was taken, graduate units, at their discretion, may offer English Conditional Admission (ECA) to academically qualified non-native English speakers. Such applicants must take training through the University of Denver's English Language Center to meet the English language requirement. English language training at centers outside of the University of Denver will not be counted toward meeting English language proficiency requirements.

**Lifelong Learners**

University College offers courses to non-degree seeking students and non-certificate seeking students. These students are designated as Lifelong Learners.

Neither entrance examinations nor a baccalaureate degree are required in order to register for courses as a Lifelong Learner. Students must declare their status as Lifelong Learners during their first quarter they are enrolled.

Lifelong Learners may take University College courses for academic credit and a permanent record is maintained by the University of Denver. Lifelong Learners may also take University College courses for non-credit (unless the course is offered for credit only). The courses cannot be counted toward a degree.

Lifelong Learners must maintain a GPA of 3.0 to be eligible to continue taking classes. If the cumulative GPA is below 3.0, University College will send a letter notifying the student that no further University College courses may be taken.

**Visiting Scholar**

Faculty members of other institutions may pursue postdoctoral study for no credit as guests of the University, without paying tuition. Visiting faculty members should apply to the department in which they plan to study. If graduate credit is desired, they must register as special status students and pay the regular tuition rates.

**Admission Process and Standards for All Applicants**

The University of Denver requires the submission of specific items and documentation from students applying for admission to graduate study. All materials must be received in the Office of Graduate Studies, or appropriate admission unit, by the program’s stated deadline. All credentials submitted become property of the University of Denver and cannot be copied or returned to the applicant/student or any person(s). The information given on the application must be true and complete without evasion or misrepresentation. Applicants who willfully omit, falsify, or provide incomplete statements may be denied admission or dismissed.

**University Admission Criteria**

The University of Denver offers admission to applicants who demonstrate the highest potential for successful graduate study. Applicants are evaluated by the individual programs to which they apply on the basis of their prior performance and professional promise as evidenced by academic records, letters of reference, standardized test scores, and other pertinent data. Academic program admission requirements may be in addition to or more rigorous than University minimal standards. To be admitted as a regular graduate student, an applicant must meet the following requirements:

- **Baccalaureate Degree:** Applicants must hold an earned baccalaureate degree from a regionally accredited college or university.
- **GPA:** The average undergraduate GPA of students accepted into graduate and professional programs for fall 2014 was 3.39. Some departments and programs set their admission standards higher than the average GPA of students typically admitted to the University. Applicants with lower than average undergraduate GPA may be offered admission, provided that other aspects of their application show evidence of special promise. For example, a high GRE/GMAT score, extensive research experience, or strong letters of recommendation may compensate for a lower than average GPA. However, programs that wish to admit applicants with an undergraduate GPA of 2.5 or lower must admit them provisionally with an approved petition.
- **Standardized Test Scores:** The University of Denver does not require graduate entrance examinations for admission. However, many graduate programs do require standardized exams such as the Law School Admission Test (LSAT), the Graduate Record Examination (GRE), the Graduate Management Admissions Test (GMAT), or the Miller Analogies Test (MAT) for admission. Some departments may require applicants to take the GRE Subject Test in a specific discipline as well. Please see the published admission requirements for specific academic program admission requirements.

**Note:** The minimum GPA requirement for the Sturm College of Law is set according to the standards of the American Bar Association.
**Application**

Applications for graduate study at the University of Denver must be submitted online (requests for accommodation may be granted).

**Application Fee**

A non-refundable application fee is required for each application.

The non-refundable application fee (bank draft, cash, money order, wire transfer, or personal check) drawn on U.S. funds, covers the cost of processing application materials. A credit card payment is accepted during online application submission only. Applications will not be processed until the application fee is paid. No waivers or deferrals are allowed with the exception of McNair Scholars and other national scholar programs with the approval of the Associate Provost for Graduate Studies. Certification of participation must be included with the application materials.

**Transcripts and Proof of Degree**

Applicants are required to submit one official transcript from each post-secondary institution they have attended, or are presently attending, where two quarter hours (or one semester hour) or more were completed including study abroad and college coursework completed in high school. Proof of a bachelor’s, and, if applicable, a master’s degree is required from a regionally accredited college or university.

Official transcripts must be received in the time-frame set by the admitting unit but no later than the sixth week of the first quarter of enrollment, or a hold will be placed on the student’s account prohibiting future registration.

The applicant is responsible for obtaining all transcripts. University of Denver students and alumni do not need to provide University of Denver transcripts.

Students with three-year baccalaureate degrees from 15-year educational systems from accredited institutions of higher learning are qualified to be considered for graduate admission to the University of Denver. Applicants with a three-year baccalaureate degree cannot be granted English Conditional Admission. For more information, see Section 2.3.b. English Conditional Admission (ECA).

Applicants who have earned a degree outside the U.S. also must submit proof of graduation, typically through a degree certificate or diploma. Official study abroad transcripts are required unless the course titles, grades and credit earned abroad appear on another transcript. Applicants educated outside the United States are encouraged to contact the Office of Graduate Studies or the appropriate admission office for assistance regarding transcript-related materials.

Transcripts from outside of the U.S. are evaluated by the Office of International Student Admission (http://www.du.edu/apply/admission/apply/international). This process can take three to four weeks and must be complete by the program’s stated deadline. Therefore, applicants with a degree from outside of the U.S. are encouraged to apply early.

All official transcripts must include a statement of receipt of degrees earned (or separate degree/diploma certificate).

The University of Denver will consider paper transcripts official when delivered to the University of Denver in a sealed envelope from the issuing institution or a third-party agency acting on behalf of the institution provided the following criteria are met:

- The transcripts must have the original signature of the registrar and/or the seal of the issuing institution
- The transcripts must be enclosed in an envelope with the stamp or signature of the registrar across the sealed flap

The University of Denver will consider electronic transcripts official from a domestic institution provided the following criteria are met:

- The transcript is certified as official from the college or university using a third-party agency for the certification process. Approved agencies include Army/American Council on Education Registry Transcript System (AARTS), National Student Clearinghouse, Naviance, Royall and Company, and Scrip-Safe. The University of Denver reserves the right to rescind approval of the above-mentioned agencies based on changes in technology utilized by the agency. Upon request, the Office of the Registrar will take into consideration a third-party vendor other than the aforementioned agencies.
- The transcript must be received from the third-party agency by a University official.
- The transcript must be a certified PDF document with no evidence of tampering. The transcript must be retrieved from a secure server. Emailed transcripts will not be accepted.

Certified English translations must accompany all transcripts except for those provided by institutions that issue documents in English. Errors or omissions in English translations may be grounds for refusal or dismissal. Please consult the Office of Graduate Studies for specific details.

The University of Denver reserves the right to reject transcripts or request additional information if there is any question about the authenticity of the document. Transcripts with course work in progress will not be considered final and admission will be granted provisionally.

**Notes**: Some units may have more restrictive admissions requirements or guidelines. Consult the unit for more information.

The Office of International Student Admission evaluates international post-secondary transcripts.
Supplemental Documents: Letters of recommendation, Essay, and Statement of Purpose

Letters of recommendation from professors, preferably in the student’s field of concentration or from employers, may be required. Some graduate units require an admissions essay, statement of purpose, or other supplemental application documents. Applicants should consult with the published admission requirements for specific guidelines for the letters of recommendation, essay, statement of purpose, or other supplemental documents.

Reuse of Supplemental Documents

Supplemental documents, including letters of recommendation, remain on file for 12 months from the date of application and may be reused within that time frame upon request by applicants who have not matriculated. Otherwise, new documents will be required. Supplemental documents are purged upon matriculation into a graduate program and will not be available for reuse.

Admissions Examinations (GRE, GMAT, LSAT, ETC.)

Some programs require standardized test scores such as the General Record Examination (GRE). Scores must be received directly from the appropriate testing agency by the program’s stated deadline date. The University of Denver’s ETS Institution Code is: 4842. Individual graduate programs reserve the right to set test score requirements.

If an exam is required for admission, it must be taken prior to matriculation unless the applicant is admitted with a provision to complete the entrance examination. The provision must be satisfied in the time-frame set by the admitting unit, but no later than the sixth week of the first quarter of enrollment or a hold will be placed on the student’s account prohibiting future registration.

Pearson Vue and the Educational Testing Service policy are to report scores until September 30th following the fifth anniversary of the test date. Therefore, test scores are only valid for five years.

Note: Contact the graduate unit for details on required admission examinations.

Verification of Legal Permanent Residency (Permanent Resident or Green Card)

A copy of the Permanent Resident or Green Card is required for permanent residents. Applicants should provide a copy of Permanent Resident or Green Card the at the time of application.

Admission Offer

The admission offer must be officially accepted or declined by the stated deposit deadline in the admission letter. If the offer is declined, the applicant will not be eligible to enroll in a future term without reapplying to the program.

The University of Denver is a signatory on the Council of Graduate Schools (CGS) Resolution Regarding Graduate Scholars, Fellows, Trainees, and Assistants that binds all departments to an agreement that students are under no obligation to respond to offers of financial support (admission) prior to April 15th; earlier deadlines for acceptance of such offers violate the intent of the Resolution.

Admission Deposit

A non-refundable deposit is required of all applicants newly admitted to each graduate program. The admission deposit must be submitted by the stated deposit deadline in the admission letter.

The deposit confirms the applicant’s intent to attend the University. Only those who have confirmed their attendance in the program by sending the proper deposit receive registration information. Applicants must deposit directly to the Office of Graduate Studies or the appropriate admission office. Deposit fees vary by program. Consult the individual graduate unit for information on the required deposit and deadline. The deposit is applied to the first term of tuition. However, fully funded graduate assistants and employees using a tuition waiver may request a refund of the deposit from the Bursar’s Office upon matriculation.

Reapplication

Applicants who wish to enter the same program within one year of a previously submitted application must reapply for admission by submitting a new online application and supporting documents and will be charged a reapplication fee. Official transcripts and supplemental documents remain on file for up to 12 months and may not need to be resubmitted. The student will be admitted under the degree requirements in effect at the time of reapplication.

Admission Term Changes

Deferral

Deposited students who would like to postpone enrollment for a term or up to a year can request to defer their admission. Requests for deferrals must be put in writing. Deferrals must be approved and processed prior to the first day of the accepted term. Only one deferral will be approved per admitted student.
In rare instances, a deferral may be granted up to the third week of the accepted term. If the deposited student does not request a deferral by the stated deadline, the student must apply and pay the application fee for admission into future terms. The deposit is non-refundable.

Note: Some units do not allow deferrals or may have more stringent deferral requirements. Contact the unit for details

Early Enrollment

Some graduate programs allow deposited students to request a one-time change of admit term to indicate an earlier start term. Requests for term changes must be put in writing. Term changes must be approved and processed prior to the first day of the intended matriculation term.

If the deposited student does not enroll in the term to which the admit term change was granted, the student must apply and pay the application fee for admission into future terms. The deposit is non-refundable.

Note: Some units do not allow term changes or may have more stringent term change requirements. Contact the unit for details

Change of Graduate Program

Post application submission and prior to an admission decision, applicants may request a one-time change to the academic program to which they applied. After an admission decision has been rendered, a new application and application fee are required to be considered for admission to a different program. Expected to matriculate (deposited) students should follow the University change of degree or program student policy which allows for a change of major or concentration, or to change to a lesser degree (doctoral to master’s level), within the same college/school.

Additional Standards for International Applicants

In order to issue an I-20 or DS-2019 forms to accepted international applicants, the Office of International Student and Scholar Services must verify that the applicant “meets all standards for admission” [per U.S. Federal Register: 8 CFR § 214.3(k)(3)] or is academically eligible for admission and is admitted [per 22 C.F.R. § 62.23(d)-(e)]. Units or departments must petition the Associate Provost for Graduate Studies to admit graduate international applicants whose academic background does not meet the University of Denver's graduate admission standards.

Copy of Passport

Applicants who are not U.S. citizens or permanent residents may provide a copy of the passport at the time of application. This document may be uploaded through the online application system. Applicants who do not have a passport should make arrangements to obtain a passport before an I-20 can be issued.

Financial Verification

When an international applicant has been admitted to the University of Denver, in order for an I-20 or DS-2019 to be issued, the student must submit the following:

- passport copy
- DU International Supplemental form
- DU Financial Verification form
- bank letter from the student or supporter (if not an agency)
- letter from supporter/agency/government

Photocopies of financial verification documents are accepted. The financial verification form is only required if the student does not have a bank letter or letter from the supporting agency/government. This requirement does not apply to U.S. permanent residents or students not in F-1 or J-1 immigration status.

Orientation Program

All new F-1 and J-1 international students to include those matriculating after attending the University of Denver’s English Language Center are required to attend an orientation offered by the Office of International Student and Scholar Services. Other non-immigrant students are welcome to attend.

SEVIS

Students who are not U.S. citizens or permanent residents must hold an immigration status granted by the U.S. federal government which allows study in the United States in order to maintain legal immigration status. Most students enroll at the University of Denver in F-1 or J-1 immigration status although other statuses may also permit students to study in the United States.

The Student and Exchange Visitor Information System (SEVIS) is used by government agencies and school officials to collect and maintain information on F and J students and their dependents. School officials use SEVIS to issue original certificates of eligibility to students (I-20 for F-1 students, DS-2019 for J-1 exchange visitors) to apply for a visa at a U.S. embassy, apply for a change of status in the U.S. or transfer status from another school.
Federal immigration regulations also require school officials to maintain students’ records in SEVIS from matriculation through the end of their program, which includes any post-completion practical training (Optional Practical Training for F-1 students and Academic Training for J-1 students) authorized by U.S. Citizenship and Immigration Services or the University.

Only a Designated School Official (F-1 program) or Responsible Officer (J-1 program) may access student records in SEVIS. DSOs and ROs may also issue a limited number of immigration benefits to students, including permission to drop below full-time status and authorization or recommendation for employment.

SEVIS requires school officials to enter certain biographical, financial and program details to generate an initial I-20 or DS-2019 for students and dependents. Federal immigration regulations specify the types of changes and reportable events that school officials must report in SEVIS after a student has matriculated. The primary reporting requirement is the enrollment status of students, which must be reported each academic term.

**Note:** The J-1 program is comprised of several different categories, including non-degree exchange, degree-seeking student, research/scholar, and intern. Enrollment requirements only apply to student categories.

**Mandated Event Related Reporting**
- change in U.S. (physical) address--reported as mailing address in myWeb or PioneerWeb
- change in foreign address--reported as home address in myWeb or PioneerWeb
- change in legal name
- change in country of citizenship
- change in major field of study, secondary major and/or minor
- change in education level
- completion of program
- extension of program duration
- authorization to drop below full-time status
- authorization to withdraw from program
- absence from the country for more than five months
- transfer to another school or program
- authorization for on-campus employment (J-1 students only)
- authorization for pre- or post-completion Academic Training (J-1 students only)
- authorization for Curricular Practical Training (F-1 students only)
- recommendation for pre- or post-completion Optional Practical Training (F-1 students only) and extensions permitted under STEM or “cap gap” regulations
- change in employment status or employment details during authorized periods of practical training

In addition to reporting the above changes or events, school officials must also respond to any formal request for information about a student made by the Department of Homeland Security or Immigration and Customs Enforcement.

**Session Related Reporting**
- Enrollment status (including failure to enroll or unauthorized drop below full-time)
- Current U.S. (physical) address--reported as mailing address in myWeb
- Current session end date
- Next session start date (or start of next period of required enrollment)

**Violations of Status**
A violation of status occurs when a F-1 or J-1 student fails to abide by the responsibilities and restrictions of immigration status. A violation of status may result in the student’s loss of lawful presence in the United States and may jeopardize the student’s eligibility to be in the U.S. legally to study at the University.

Violations of status for F-1 and J-1 students include:
- failure to report arrival in the United States to the school or program
- failure to report reportable information by required deadline
- failure to enroll during a period of required enrollment
- failure to maintain health insurance coverage (J-1 students only)
- unauthorized drop below full-time
- unauthorized employment (including unauthorized off-campus employment or exceeding the maximum number of hours per week permitted for on-campus employment)
Additional Standards for Non-Native English Speakers

English Language Proficiency (TOEFL/IELTS)

TOEFL/IELTS

Official scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. Applications will not be processed until the required TOEFL or IELTS score is received. The TOEFL and IELTS scores are valid for two years from the test date and are considered official only when received directly from the testing agency.

TOEFL

The minimum TOEFL score accepted by the University is 80 (iBT) or 550 (paper-based). The institution code for the University of Denver is 4842.

IELTS

The minimum IELTS score accepted by the University is 6.0.

English Language Proficiency Assessment

Students whose native language is not English and who are required to submit TOEFL/IELTS scores will be assessed by the University of Denver English Language Center (ELC).

• Students whose University of Denver assessment demonstrates they are proficient enough in English to be academically successful, regardless of TOEFL/IELTS scores, may enroll in graduate academic classes full-time.

• Students whose University of Denver assessment demonstrates minor deficiencies and indicates their opportunity for academic success would be enhanced by ELC support may enroll in academic classes full-time and will be placed in an ELC bridge course(s).

• Students whose University of Denver assessment indicates significant levels of deficiency will be placed in an ELC bridge course(s) but may elect to take an appropriate level of English language instruction at the ELC and may be required to reduce their academic course load accordingly.

Students who do not attend the English Language Assessment must contact the ELC to arrange for an assessment in order to be cleared for registration and will incur a $200.00 assessment charge.

English Language Exemption

Applicants may be exempted from English proficiency test requirements if by the time of matriculation they have earned a baccalaureate degree or higher from a formally-recognized/accredited university where the institution’s language of instruction and examination is English. Such applicants may be exempt from the TOEFL/IELTS and the English Language Proficiency Assessment requirement but not from other standardized graduate entrance examinations.

Note: Individual graduate programs reserve the right to set higher TOEFL or IELTS test score requirements. Graduate Teaching Assistants have a higher speaking test requirement.

English Conditional Admission (ECA)

In cases where minimum TOEFL/IELTS scores were not achieved or no English proficiency test was taken, graduate units, at their discretion, may offer English Conditional Admission (ECA) to academically qualified non-native English speakers. Such applicants must take training through the University of Denver’s English Language Center to meet the English language requirement. English language training at centers outside of the University of Denver will not be counted toward meeting English language proficiency requirements.

International applicants with a three-year baccalaureate degree cannot be granted English Conditional Admission.

Students who are admitted under the ECA option are not eligible for Graduate Teaching Assistantships until they have met the requirements of the ECA program, met the minimum requirement for GTAs on the speaking section of the TOEFL or IELTS exam, and have been changed to regular status students.

ECA students cannot enroll in any regular degree courses prior to meeting the University’s English requirement. In order to be granted regular status in their graduate degree programs and become eligible to take academic classes, ECA students must meet one of the following requirements:

• academic suspension
• conviction of a crime

Note: The J-1 program is comprised of several different categories, including non-degree exchange, degree-seeking student, research/scholar, and intern. Enrollment requirements only apply to student categories.
• Present a departmental qualifying minimum TOEFL or IELTS score and take the English Language Proficiency Assessment or
• Successfully complete intensive English courses through level five at the University’s English Language Center (http://www.du.edu/intl/elc) (ELC) and take the English Language Proficiency Assessment.

Applicants must determine if the department they wish to apply to allows English Conditional Admission. If it does, applicants need to apply for admission to the degree program and indicate that they wish to be considered for ECA.

Students seeking ECA under F-1 or J-1 immigration status must prove their ability to pay for their first year of major/degree studies prior to matriculation even though they will attend the English Language Center (ELC) initially. It is expected that these financial resources will remain available for the duration of the degree program.

Financial aid awards for the degree program cannot be applied to the costs for English language training and additional proof of funding may be requested before the appropriate immigration document can be issued.

If admitted conditionally, the student’s English language proficiency will be tested by the ELC and the student will be placed in the appropriate class level (one through five). Testing for ELC class levels will take place after a student arrives on the University of Denver’s campus and prior to the beginning of ELC classes.

Notes: Some units may not accept students under English Conditional Admission and therefore, would not accept ELC completion to meet English language proficiency requirements. Graduate departments may require ELC graduates to submit a TOEFL/IELTS score for admission consideration. Additionally, graduate departments may, at their discretion, require any admitted non-native English speakers to take courses at the English Language Center regardless of his/her TOEFL/IELTS score.

Note: In general, ELC students may not take graduate classes concurrently with their enrollment in ELC. The exception to this is students who are fully admitted to the graduate program and are encouraged to take ELC classes.

Required Tests for GTA Eligibility

TOEFL/IELTS

Any graduate applicant whose native language is not English (including US citizens and permanent residents) and who is from a country where English is not the native language, regardless of his or her educational background or citizenship, who wishes to be considered for any Graduate Teaching Assistantship during any year of study in any graduate department at the University of Denver, must demonstrate fluency in spoken English by scoring a minimum of 26 on the Internet Based TOEFL (iBT) exam speaking section or an IELTS score of 8 on the speaking section.

English Language Proficiency Assessment

Students offered a Graduate Teaching Assistant (GTA) position whose native language is not English and who are required to submit TOEFL/IELTS scores will be assessed by the University of Denver English Language Center (ELC) and will need to complete a proficiency assessment designed specifically for GTAs.

Prospective GTAs who are awarded a GTA based on demonstrated fluency in spoken English by scoring a 26 on the TOEFL speaking section or an eight (8) on the IELTS speaking section whose University of Denver assessment demonstrates they are not sufficiently proficient may be permitted to hold a GTA position, but must be restricted to non-teaching GTA responsibilities and will be required to enroll in an ELC speaking bridge course for enrichment.

Students may contact the unit and/or the Office of Graduate Studies for additional details.
Tuition and Fees and Financial Aid

Tuition and Fees

Tuition Charges

Tuition for most programs during the regular academic year (fall, winter, and spring quarters) is charged at a flat rate for students carrying 12 through 18 credit hours. Students in a flat rate program will be charged the hourly rate on each hour taken beyond 18 hours per quarter.

Other academic programs, such as Sturm College of Law, Daniels College of Business, University College and some distance education programs, may have a different tuition rate and students in those programs may not be eligible for the flat rate. Tuition charges for residents or non-residents of Colorado are the same. The University reserves the right to make changes in tuition charges or refund policies without advance notice.

Student Fees

In order to enhance opportunities for students’ use of technology in and out of the classroom and to provide multiple modalities of student learning, a student technology fee is charged each quarter to all students. This fee is charged per credit hour taken. The student activity fee is assessed of all registered graduate and professional students (both part- and full-time). Exclusions include students enrolled in degree programs in the Sturm College of Law or University College non-credit courses and non-degree programs.

Late Charges

Registration beginning on the first day of the quarter is considered late registration. All students (continuing, new, returning leaves of absences, and readmitted) who do not register before the first day of the quarter are assessed a late registration service charge that cannot be waived. Once registered, students may drop and add courses freely through the seventh day of the quarter without financial penalty.

Late Registration Service Charge

A service charge of $25 is assessed the first day of the quarter for all students who have not enrolled in at least one course prior to the first day of the quarter. A $50 service charge is assessed from the second through the fifth days of the quarter (business days, Monday–Friday). If registration is available over the weekend during or immediately following the first five business days, the $50 service charge is applied to first-time weekend enrollees (Saturday or Sunday). A $100 service charge is assessed beginning the sixth business day and continuing through the remainder of the quarter. Days are calculated based on the term’s academic calendar and not on the class meeting days of specific courses. Tuition, fees and any other charges are due as specified on the billing statement. The service charge is not assessed for adding classes to an existing schedule. The maximum fee assessed for late registration in a given term is $100.

Late Payment Fee

Registered students for a given term who have not paid, or made arrangements to pay, their tuition by the appropriate University deadlines may be assessed a late payment fee. Late fees are assessed ever month until a balance is paid in full or payment arrangements are set up.

Student Financial Liability

It is the student’s responsibility to abide by the University’s payment and refund policies.

If, after completing the registration process, the student does not withdraw from registration by the last day for 100% refund for dropped classes” date published on the Academic Calendar (http://www.du.edu/registrar/calendar) on the Office of the Registrar’s website, the student agrees to pay the total amount of tuition and other charges set forth. The student understands that if any payment is not made when due, or if the student withdraws, or is required to withdraw, from the University for any reason, then all remaining tuition and other charges are immediately due and payable. All amounts not paid when due may begin to accrue monthly late fees. In addition, the student agrees to pay all collection costs and amounts. If the student has any overdue charges outstanding, the University may recover those overdue amounts by reducing any payments owed by the University to the student.

Students are not removed from classes based only upon non-payment. Students who do not officially withdraw from classes and do not attend have “F” grades assigned and may owe tuition and charges as specified above.

Students with a past due balance for a given term are not allowed to enroll in classes for any subsequent term. Grades, transcripts, and other attendance certifications are withheld and a financial hold placed on the account until payment is received.

Refund Information

The date of withdrawal from a class at the University is the date that the Registrar’s Office receives a written notification of withdrawal or the date the student drops the class online.
In order for tuition charges to be reversed at 100% for complete withdrawals, programs on the quarter system (except University College) should refer to the Academic Calendar (http://www.du.edu/registrar/calendar) on the Office of the Registrar’s website, for specific refund dates. Refunds are first applied to any obligations owed to the University, including charges with future dates.

**Note:** Some units may have different policies regarding tuition, fees and payments. Contact the unit for details.

### Tuition Refund Appeals

A student may appeal for an exception to the University refund policy if unusual circumstances exist that are beyond the student’s control. A student must officially withdraw from the course prior to beginning the appeals process. The statute of limitations for an appeal is 90 days from the end of the term in which the course for which the tuition being appealed was offered.

### Informal Appeal/Automatic Refund

If a student drops all classes for a given term, an informal appeal for a full refund may be made to the Office of the Registrar. An informal appeal requires that the withdrawal is completed and the request for the tuition refund is made prior to the end of the sixth week of the term (defined by the deadline for automatic W). To be eligible for an automatic refund, the condition for withdrawal must meet one or more of the following criteria and must be accompanied by appropriate documentation as specified below:

**Criteria and Documentation**

- **Physical and/or mental illness that prevents the student from completing the course(s)**
  
  Documentation: A signed, dated, letter on letterhead from the physician for physical illness or psychiatrist or other licensed mental health professional for mental illness. The letter must specifically state that the student was advised to withdraw due to illness.

- **Death of a student (sixth week deadline for informal appeal waived)**
  
  If a student dies after enrolling and paying tuition but before the sixth week of the quarter, the tuition will be refunded without a formal tuition appeal.

  After the sixth week of the quarter, a formal appeal must be submitted to the Bursar’s Office.

  Documentation: Memorial Service folder, notice published in the newspaper, or copy of the death certificate.

- **Serious illness or death of immediate family member, which prevents the student from completing the course(s)**
  
  Documentation for illness:
  A signed, dated, letter on letterhead from the physician for physical illness or psychiatrist or other licensed mental health professional for mental illness.

  Documentation for death:
  Memorial Service folder, notice published in the newspaper, or copy of the death certificate.

- **Job relocation or loss of employer reimbursement eligibility due to involuntary job loss**
  
  Documentation: A signed, dated, letter on letterhead from immediate supervisor or human resource administrator.

- **Unexpected increase in job responsibilities, required change in work schedule, or required travel that prevents completion of all courses**
  
  Documentation: A signed, dated, letter on letterhead from immediate supervisor or human resources administrator that specifies dates of increased workload or travel.

The documentation, as listed above, must be submitted to the Office of the Registrar prior to the end of the sixth week of the term. If the documentation is adequate and establishes a condition that prevents the student from completing the course(s), appropriate adjustments are made to the student’s account. If conditions do not merit an automatic refund, the student may make a formal appeal. The Office of the Registrar and the Bursar’s Office staff reserve the right to request that a formal appeal be made if in their judgment conditions or documentation are inappropriate or dubious.

### Formal Appeal

In cases where circumstances do not fit the criteria for an informal appeal, the end of sixth week (automatic “W”) deadline has passed, or an informal appeal is not accepted, a formal appeal for full or partial refund may be filed. Petitions are filed through PioneerWeb. Select the Student tab, locate Documents/Requests in the upper right hand section of the page and select Request for Tuition Appeal. Completed forms and supporting documentation must be submitted by noon on the first Thursday of the month. Petitions are reviewed and decided by the Tuition Appeals Committee, which meets once per month. The decision of the Committee is final and is communicated to the student by letter.

**Notes:** In accordance with federal, state and institutional regulations, approval of an appeal may require forfeiture of any financial aid proceeds received, which may result in an outstanding balance being owed to the University.
Financial Aid

Financial aid for graduate students is in large part provided by individual departments based on the mission and goals of the unit. The Office of Financial Aid does not award scholarships, grants, fellowships, or GTA/GRA waivers for graduate students. The student should contact the academic unit in which s/he is enrolled or plans to enroll. The Office of Financial Aid offers Federal Work-Study, Federal Perkins loans, Federal Direct loans and provides information on additional financing options, including Federal Direct Graduate PLUS loans and alternative (private) loans.

DU graduate students are eligible for two types of aid:

- Federal and state aid (available to U.S. citizens and permanent residents), which includes the Colorado Graduate Grant, Federal TEACH Grant, Federal Work Study, Federal Perkins Loans, Federal Direct loans, Federal Graduate PLUS loans, and
- Merit-based aid, which includes the Graduate Studies Doctoral Fellowship, Graduate Studies Doctoral Fellowship for Inclusive Engagement, divisional/departmental scholarships and awards and graduate teaching assistantships (GTA)/graduate research assistantships (GRA) awards.
   - Withdrawal and Financial Aid
   - Federal Regulations Regarding Withdrawals
   - Earned Title IV Aid
   - Repayment of Unearned Aid
   - Student and Institutional Regulations Regarding Withdrawals
   - Financial Aid Application

To apply for federal aid and certain types of institutional need-based aid, a student must complete the Free Application for Federal Student Aid (https://fafsa.ed.gov) (FAFSA). Only U.S. citizens, permanent residents and eligible noncitizens can submit a FAFSA. International students are not eligible.

The FAFSA (https://fafsa.ed.gov) is available on January 1st each year and is submitted online. The University of Denver’s school code is 001371. Applicants and students are encouraged to meet the University of Denver’s priority deadline for FAFSA submission. The U.S. Department of Education Central Processing system receives and processes the FAFSA. Once the FAFSA is processed, the student receives an email that allows access to an electronic Student Aid Report (SAR). The SAR summarizes the FAFSA information and provides a dollar amount for the Expected Family Contribution (EFC). Students should review the SAR comments and make any necessary corrections. The University of Denver Office of Financial Aid will receive the SAR information electronically from the U.S. Department of Education. Students do not need to send the University of Denver a copy.

Each academic year approximately 30% of financial aid applications are selected by the U.S. Department of Education for review. This process of review is known as verification. If a student is selected for verification, a comment will appear on the SAR. In addition, the Office of Financial Aid will send an email to a new student’s FAFSA email address or a continuing student’s University of Denver account requesting verification documentation.

Federal Direct Loans

To qualify for Federal Direct Loans, graduate students must be enrolled at least half-time in an eligible degree or certificate program (four credit hours or more per quarter/semester). To receive loans, a student must also make Satisfactory Academic Progress (SAP) in the program of study, not be in default on an educational loan and submit all required financial aid forms. Federal Direct Loans are the most common type of aid for graduate students. Eligibility is determined by information provided on the FAFSA. The Office of Financial Aid offers awards.

For students needing additional funding, other financing options are available including payment plans, Federal Direct Graduate/Professional PLUS Loans and private education loans. For information on these options, please visit the Office of Financial Aid (http://www.du.edu/financialaid/graduate) website.

Federal Perkins Loans

The Federal Perkins loan is a federally guaranteed, fixed-rate, low-interest loan for graduate students enrolled at least half-time (four credits per term). Federal Perkins loans are awarded by the Office of Financial Aid on a first-come, first-served basis to students who meet the financial aid priority date. To qualify, a graduate student must typically have an EFC of $0. Not all students who meet the eligibility requirements will receive the award. Funds are limited and awarded until exhausted. The typical annual award amount is $3,000 for the traditional academic year (fall, winter and spring quarters or fall and spring semesters). Students awarded a Perkins loan can find additional information about entrance counseling and the Master Promissory Note (MPN) on the Bursar’s (http://www.du.edu/bursar) website.

Students on Continuous Enrollment are not eligible for Federal Perkins Loans.
Federal Work-Study/Student Employment Program

This work program, funded by the federal government, provides part-time employment at an hourly wage, which is determined by the demands of the job and the skill and experience of the student employee. The program encourages community service and work related to each student’s career goals.

To qualify for a graduate work-study award, students must be enrolled in an eligible degree program. Priority will be given to students enrolled full-time who meet the priority application deadline. Students enrolled half-time, in continuous enrollment, or are in a reduced rate academic program* will be offered work-study in the amount of $1500, without the option to increase their award. Work-study will be prorated for students that: do not attend full year; switch his/her academic program to a reduced tuition program; or change his/her enrollment from full-time to half-time or continuous enrollment.

* For the 2014-15 aid year, quarter students that have a tuition rate less than $1142 per credit, semester students that have a tuition rate less than $1404 per credit. Examples include but are not limited to the Women’s College, University College, and Certificate and Licensure programs.

Students in dual undergraduate-graduate degree programs who have received the bachelor’s degree and are officially enrolled as graduate students may be eligible for graduate work-study. Students must meet the need-based fund requirements listed above and demonstrate a calculated need.

Recipients of the graduate work-study award must be enrolled half-time (at least four credit hours per term). Awards are made through the financial aid awarding process through the Office of Financial Aid on a first-come, first-served basis.

Work-study handbooks are available from the Office of Student Employment for students and supervisors and provide further details regarding work-study policies and procedures.

Background Checks

All employees, including work-study students, must fill out background check paperwork and be cleared by Human Resources as eligible to hire prior to officially being offered a position. Background checks must be run if the student has never been an employee at the University of Denver or if they have not worked at the University of Denver for more than 120 days. Overseas addresses may require additional time for processing in order for the background check to be completed.

Off-Campus Employment Website

Financial Aid maintains an off-campus job website for currently enrolled students who want jobs regardless of their financial need. This enables them to earn money to help pay education expenses. Part-time jobs are available off campus with local businesses, non-profit organizations, government agencies, University of Denver alumni and families in the Denver community. Students will earn at least the current federal minimum wage, but the amount may be higher depending on the type of work and the skills required. Additional information about part-time employment can be found on the Office of Student Employment (http://www.du.edu/studentemployment) website.

Merit-Based Funds

Merit-based awards are competitive and limited in number. Early application is always advisable. Application dates vary. Check with the college, school, or department for specific requirements and deadlines.

Graduate Studies Doctoral Fellowship

The purpose of the Graduate Studies Doctoral Fellowship (GSDF) is to assist in the recruitment of new highly qualified domestic or international students to doctoral programs at the University of Denver. Awards will be made to excellent nominees as soon as they are received and approved. A small portion of the total GSDF funds will be reserved for rolling admissions. This is a one-time award for new students and must be used in the first year of attendance.

For each student recommended, the department submits a nomination form and detailed supporting letter for each student they are recommending to the Office of Graduate Studies. Please refer to the nomination guidelines available at: www.du.edu/grad/faculty

Graduate Studies Doctoral Fellowship for Inclusive Engagement

The purpose of the Graduate Studies Doctoral Fellowship for Inclusive Engagement (DFIE) is to assist in the recruitment and retention of highly qualified students to doctoral programs at the University of Denver for the purpose of furthering the University’s mission of inclusive excellence specifically in regard to attributes such as race, ethnicity, class, gender, age, culture, religion, sexual orientation, or (dis)ability. Awards will be made to excellent nominees as soon as they are received and approved. A small portion of the total DFIE funds will be reserved for rolling admissions.

For each student recommended, the department submits a detailed nomination form and a letter from the student explaining current engagement in activities that contribute to an inclusive environment that benefits all students. Please refer to the Inclusive Engagement Fellowship Policies and Procedures (http://www.du.edu/media/documents/graduates/inclusiveengagementfp.pdf) for additional information.
GSDF and DFIE Awards and Eligibility

The maximum award that can be requested per student is $4,500 per year and $1,500 per quarter, spread evenly across the quarters of attendance. The award can be combined with other types of aid including GTA or GRA appointments in order to create a financial aid package that will assist the highest qualified students. Both fellowships are merit-based.

- Only doctoral students are eligible for these awards. Doctoral students may be domestic or international.
- The awarding of the GSDF is based on merit. While graduate units may set their own specific guidelines regarding the definition of merit, each nominee must possess high GPAs for all previous work, have attained exceptional scores on graduate entrance exams (GRE, etc.), an acceptable TOEFL/IELTS score or equivalent if an international student and have a strong letter of support from the admitting unit. Only the very best applicants should be nominated.
- Students must be enrolled for at least eight quarter hour credits of coursework (i.e., not Continuous Enrollment) during each quarter in which they receive the GSDF. If the student drops below the minimum enrollment for the quarter, the award will be withdrawn for that quarter.
- The Associate Provost approves or denies the request and the department is notified of the decision.
- The department notifies the student of the status of the award. Students with approved awards must log in to PioneerWeb (https://PioneerWeb.du.edu) and go to Financial Aid Awards to accept the award.
- The GSDF award will then be dispersed through the Office of Financial Aid.

Deans Scholarship Hours

Contact the academic unit for information on availability and requirements.

Financial Aid: Satisfactory Academic Progress (SAP)

Federal regulations require the Office of Financial Aid at the University of Denver to monitor the academic progress of all students receiving financial aid toward the completion of their degree. To retain eligibility for student aid, students must meet the terms of the Satisfactory Academic Progress (SAP) policy described here. The SAP policy is enforced in conjunction with all other University policies and procedures, including the academic suspension policy. For masters, JD, and doctoral students, SAP is checked on a yearly basis, usually in mid to late summer, and any probation or suspension is effective the following fall term. Graduate certificate program students are an exception; SAP is monitored after each term, including summer.

SAP is monitored using the three following factors:

- cumulative grade point average
- cumulative completion rate
- maximum time frame limit

Cumulative Grade Point Average (CGPA)

Graduate students must maintain a cumulative GPA of 3.0 or better (2.30 for Law students). According to the policy of the Registrar, the grade point average is determined by multiplying the credit points (e.g., B+ = 3.3) by the number of credit hours for each course. Total the credit hours attempted, total the credit points and divide the latter by the former. Grades of I, NR and W are not included in the grade point average. Incompletes that are not resolved within one year are calculated as “F” in the GPA. All grades for repeated courses are included in determining the GPA. Undergraduates have separate GPA requirements and will be calculated separately. Graduate and Law have separate GPA requirements and will be calculated separately. Official GPAs at the University of Denver are truncated at two decimal places (e.g., a mathematical result of 3.8766666 is reported as 3.87).

Cumulative Completion Rate (CCR)

In order to graduate within the maximum time frame (MTF) limit, students must complete and pass a minimum of 66.67% of all courses attempted. The courses used to calculate the CCR will be the courses the student was enrolled in at the end of week one of the academic term. Successful completion of a course of study requires a grade of Pass or D or above or a C for graduate students. Grades of W, NC, NP, WF, F, Audit, or Incomplete do not constitute successful completion of a course. All accepted transfer credits are counted as attempted, with the exception of transfer credits completed while a student is not meeting DU SAP requirements. Remedial coursework is accepted if the credit hours earned apply toward the degree or certificate program.

Maximum Time Frame Limit (MTF)

Students are required to complete all degree requirements within a percentage of the minimum credits required to graduate. The MTF for Graduate and Law students is 150%, thus a student may attempt a maximum of 135 credits in order to complete a degree that requires 90 credits. In the case of a class taken more than once, both grades will be counted toward MTF. The courses used to calculate the CCR as well as when the student has reached the MTF limit will be the courses the student was enrolled in at the end of week one. Once a student has reached the MTF limit, or at the point we determine they will go over it once they complete their required courses, the student is no longer eligible for federal or state financial aid.
Graduate students will be notified by the Office of Financial Aid by email and by mail at the current mailing address after SAP is determined if they do not meet the following criteria:

1. maintain a 3.00 CGPA (2.30 for Law students)
2. maintain an 66.67% CCR
3. complete all degree requirements within a 150% MTF limit

**Financial Aid Suspension and Probation**

Students failing to meet either the CGPA or CCR are placed on financial aid suspension and will not receive a disbursement of any financial aid until a SAP Probation Contract is completed. The SAP Probation Contract is not available online. Students are required to make an appointment with a financial aid staff person to complete the contract. Students have one term to complete the SAP Probation Contract. This will always be the fall term or the term immediately following the failure to meet SAP for certificate students. If a SAP Probation Contract is not signed, the student is no longer eligible for financial aid (unless an appeal is submitted and approved as stated below).

Once a student completes the SAP Probation Contract, the student will be able to receive financial aid for a probationary period of three quarters (two semesters) to make up the deficit. Certificate students have a probationary period of one quarter to make of the deficit. Students must meet both the CGPA and CCR by the end of the probationary period for financial aid eligibility to continue. If a student fails to meet either the CGPA or CCR by the end of the probationary period, the student is no longer eligible for financial aid.

Students will be suspended from financial aid once they reach the MTF limit (student has attempted 150% of the minimum credits required to graduate), unless an appeal is submitted and approved (please see below).

**Appeal Process**

Students who are not meeting Satisfactory Academic Progress and have extenuating circumstances surrounding their failure to abide by the above criteria may appeal their status to the Office of Financial Aid.

Examples of possible appeals include:

- a student who exceeds the maximum time frame (MTF) limit due to a change in degree program
- a student who had extenuating personal/medical circumstances that have been resolved
- a student who was studying abroad and could not reasonably be expected to complete the SAP Probation Contract in the fall term

To appeal financial aid suspension, students are required to submit the following documentation to the Office of Financial Aid: a written statement from the student explaining the reason for appeal, including his/ her program of study, anticipated completion date, a list of required courses left to complete the program, if appropriate; third party documentation surrounding the reason for the appeal. Appeal decisions will be emailed to students within three to five weeks of submission. If the Special Circumstances Committee needs more information regarding the SAP appeal to make a decision, a financial aid staff person will coordinate this effort and the time frame to make a decision will be delayed. Appeal decisions are final.

**Graduate Assistantships**

Departments assign Graduate Teaching Assistantships (GTA) and Graduate Research Assistantships (GRA) to eligible students according to the guidelines below. These policies apply to both GTAs and GRAs except where specified.

Graduate assistantships may be awarded to eligible students in the same or closely related field as their degree program.

GTA and GRA appointments are made on a full-, half-, one-third, or quarter-time basis. Assistantship awards can be made for any one quarter or all four academic quarters.

In general, full-time graduate assistants are expected to devote 20 hours per week to their assignments, half-time graduate assistants devote 10 hours and quarter-time graduate assistants devote 5 hours. However, some academic areas may require different hours.

Students must be in good academic standing in order to maintain eligibility for a GTA/GRA position. Students on academic probation or suspension are not eligible for a GTA/GRA position until that status is resolved. After two consecutive terms below 3.0 GPA a student is not eligible for a GTA/GRA position until the GPA is raised to a 3.0 or better.

**Note:** Regardless of terminology a unit or department may use to describe these positions (GXA, GSA, GA, RSA, etc.) there are only two official assistantship types of positions: a GTA or a GRA. Units, departments and recipients of these positions must follow these guidelines accordingly.
Graduate Teaching Assistant (GTA)

The GTA may assist faculty members in classroom and laboratory instruction, prepare apparatus or material for demonstration, and/or conduct tutorials and grades assignments. GTAs may also be assigned to teach courses under the supervision of faculty members. In some departments/offices, GTAs may be assigned to carry out research or administrative duties. GTAs are funded by the University budget.

GTAs who are assigned to research or administrative duties (including GAs, GSAs, etc.) are still considered GTAs and must demonstrate fluency in spoken English to be eligible to receive the GTA award. For more information, see English Language Proficiency (TOEFL/IELTS) (http://www.du.edu/media/documents/graduates/toefl_ielts_table.pdf).

Graduate Research Assistant (GRA)

The GRA works under supervision in a program of departmental or interdepartmental research. The appointment is made with the understanding that required services will contribute to the student’s professional training. GRA work is often used as part of thesis/dissertation research, with approval by the appointing department head or dean of the college or school and the thesis/dissertation supervisor.

The label “GRA” only applies to graduate assistants who receive stipend and waiver from external awards (e.g. grants or contracts).

GTA and GRA Eligibility and Required Exams

An assistantship recipient must be enrolled in an academic program during the terms in which they receive the award, stipend and tuition waiver hours. Departments may stipulate that recipients must be enrolled full-time.

Required Exams for GTA Eligibility

Any graduate applicant whose native language is not English (including US citizens and permanent residents), regardless of his/her educational background, who wishes to be considered for any graduate assistantship (except GRA) during any year of study in any graduate department at DU, must demonstrate fluency in spoken English by scoring a minimum of 26 on the Internet Based TOEFL (IBT) speaking section, an IELTS score of 8 on the speaking section and be assessed by the University of Denver English Language Center (ELC).

GTA/GRA Employment Restrictions

Students who are admitted with provisions who are appointed to GTA or GRA positions must satisfy the provisions in the time frame specified in the admission letter in order to remain eligible for a graduate assistantship.

Should a graduate assistantship recipient wish to change his/her major field of study to another college, school or department, the award is not transferable to the new department.

Students cannot hold a GTA/GRA position and a work-study position simultaneously. However, within the same academic year a student may hold a GTA/GRA and a work-study position, just not during the same term.

A graduate student cannot hold more than the equivalent of one full-time assistantship and/or student employee position, or combination thereof at any time (GTA and/or GRA). Full-time is normally defined as 20 hours per week (1.0 FTE).

Students cannot be a GTA/GRA and enrolled in the same class they would be the graduate assistant for at the same time.

Stipend and Waiver Awards

GTA and GRA positions receive both a tuition waiver and monthly stipend unless the student has completed all coursework and is registered for Continuous Enrollment. In that case, the GTA or GRA is only eligible to receive a stipend, but not a tuition waiver. Awards are made through the graduate college, school, or department. Assistantship awards can be made for any one quarter or all four academic quarters. The combination of all tuition waivers cannot exceed tuition charges (prior to any assessed fees) and waivers cannot be awarded in cash.

Assistantship awards will be full-, half-, one-third, or quarter-time. Graduate Assistants who are less than full-time receive stipend and waivers proportional to their appointment.

Normally, full-time graduate assistants receive 8-10 hours of waiver for each academic term. Awards in specific colleges, schools, or departments may vary.

There is no tuition-waiver benefit for spouses, dependents, or non-dependents of graduate assistants.

Award Duration and Use for Assistantships

When assistantship recipients have both scholarship and waiver hours available in any given term, scholarship hours will be drawn upon first to pay tuition bills. When assistantship recipients are also employees and have a combination of employee waiver, scholarship and/or assistantship waiver hours available in any given term, the employee waiver will be drawn upon first, then the scholarship hours and finally the assistantship waiver hours will be drawn upon to pay tuition bills.
Because the fiscal year ends before the summer term closes, waivers cannot be carried forward from the spring to the summer term.

Waiver hours cannot be used for interterm courses, noncredit courses, or any other fees or fines, including continuous enrollment fees.

If the student drops courses after or during the refund period for which waiver hours have been used, the waiver will not be re-awarded for future use.

**GTA Award Duration and Use**

When awards are made for multiple terms during an aid year (for instance, fall through spring) GTA waiver hours will be divided equally among the terms, except in the case of term-by-term appointments which should be entered into the specific term for which the award is to be used. Students must inform their program of their plan for waiver hour use. Appointments cannot be effective prior to the term in which the student will actually begin working; i.e., a GTA appointment cannot begin in the summer if the student will not be working until fall term. **Appointed** means that the student is working and earning a stipend.

When awards are made for a single term, waiver hours will be available for use during the term of appointment only. GTAs appointed term-by-term cannot borrow waiver hours from the future or carry over waiver hours to the next term. GTAs will not receive waiver hours during any term they are not receiving a stipend.

**GRA Award Duration and Use**

GRA awards are for one-quarter duration and GRA waivers cannot carry forward. There is no borrowing from the future and no carry-over from one term to the next, and GRA waivers cannot be made available until the term they are earned. GRA awards are subject to these policies for the life of the research grant.

Neither the stipend nor the waiver portion of a GRA award can cover any period outside of the grant or contract period. For example, if a grant or contract begins or ends at the halfway point of a term, no more than one-half of a full award (stipend and waiver) can be paid during that term.

**Late Awards**

Graduate assistant positions awarded late or after the fall term may affect other financial aid that a student is receiving.

**Taxability**

Because waiver hours are considered to be merit-based scholarships, they are not taxable income. All stipend money received by a graduate assistant is taxable income. Recipients must have a W-4 form on file in the Controller's Office (http://www.du.edu/controller/payroll).

**Hiring Graduate Assistants**

Graduate units must submit an I-9 form for graduate assistants to Human Resources within three business days of hire. When domestic students and US Citizens are hired as GTAs, the graduate unit should re-verify (but not necessarily resubmit) the I-9 when the graduate assistant has been absent for more than one term.

International students: If the visa status changes after the student has been hired, a new I-9 must be submitted.

**Background Checks**

All student employees, including GTAs and GRAs, must complete the background check process and be cleared as eligible to hire by Human Resources prior to officially being offered the assistantship.

Background checks must be run if the student has never been employed at DU before or if they have not worked at DU for more than 120 days.

**Terminating Graduate Assistants**

If a graduate assistant is proven incapable of performing the responsibilities of the position, the unit has the right to terminate the award prior to the end of the award period.

If the appointment of a graduate assistant is terminated by means other than death or disablement before the end of an academic term, the award recipient is responsible for repayment of the “unearned” share of the award, including waiver hours “borrowed” from the future (GTAs only). Repayment may occur through deductions from the final paycheck or by other means.

With permission from the appropriate budget officer, the program may hire a replacement graduate assistant and reallocate the unused portion of any remaining stipend or waiver award to the new assistant.

**Health Insurance Scholarship for Graduate Teaching and Research Assistants**

The GTA/GRA Health Insurance Scholarship covers the cost of the DU Student Health Insurance Plan (SHIP) and the Health & Counseling Fee (HCF). Eligibility is determined one time per year in the fall.
Eligibility

To be eligible for the GTA/GRA Health Insurance Scholarship, graduate assistants must meet the following criteria:

- have a full-time appointment as a GTA or GRA for fall, winter, and spring quarters
- successfully complete the requirements of their full-time appointment as a GTA or GRA for fall, winter, and spring quarters
- have a tuition waiver offer from the department averaging at least eight credit hours for the fall, winter, and spring quarters (for a total of at least 24 credits)
- register for and complete an average of eight credit hours during the fall, winter, and spring quarters (for a total of at least 24 credits of actual coursework, not including Continuous Enrollment)
- must not be registering for Continuous Enrollment (CENR) alone in any one of the three quarters
- must complete the acceptance process by the annual fall quarter deadline.

After receiving the Health Insurance Scholarship, failure to comply with any of the above listed rules may result in a hold being placed on the student’s account. The hold will not be removed until the student has re-paid the Health Insurance charges.

Students who wish to receive the GTA/GRA Health Insurance Scholarship must accept the terms and conditions of the scholarship and the award in myWeb. The award (payment) will automatically be applied to the student’s account if they have registered for classes, have been assessed the DU Health Insurance Plan (SHIP) and/or the health and counseling Fee (HCF) and have not waived the SHIP and/or HCF online.

Students who are on Continuous Enrollment or are not registered for six credits are not automatically accessed the SHIP or HCF each quarter. In order to be accessed the SHIP and HCF and receive the scholarship, students must complete the SHIP and HCF enrollment forms for Continuous Enrollment (available through the Health Center) for all applicable terms.

On-Campus Employment Authorization for International Students

Federal immigration regulations permit F-1 and J-1 students in lawful immigration status to work on campus at the school or program that holds their SEVIS record. On-campus employment may include graduate teaching assistantships, graduate research assistantships and student worker positions; international students are not eligible for work-study positions due to U.S. citizenship or permanent residency requirements.

F-1 students may work on campus without special authorization as a benefit of their immigration status. J-1 students must receive written authorization from an international student advisor or their non-DU program sponsor prior to beginning on-campus employment. J-1 employment authorizations may be approved for on-campus employment for up to 12 months. Unauthorized on-campus employment, or employment in excess of the maximum numbers of hours permitted per week, constitutes a violation of the student’s immigration status.

International students in other immigration statuses may generally not work on campus without an Employment Authorization Document issued by U.S. Citizenship and Immigration Services (USCIS).

Questions regarding the interpretation and application of immigration regulations governing the on-campus employment benefit of F-1 and J-1 students should be directed to an international student advisor in International Student and Scholar Services (http://www.du.edu/intl/isss).

Maximum Number of Hours per Week

F-1 and J-1 students may work up to 20 hours per week (part-time) during quarters of required enrollment and more than 20 hours per week (full-time) during their annual vacation quarter and during University breaks and interterm periods. These limits apply to the total number of hours worked in a single calendar week among all on-campus positions.

Definition of Employment

For immigration purposes, employment—whether on or off campus—is defined as the exchange of services for compensation, monetary or otherwise. International students must have the appropriate authorization from an international student advisor, the program sponsor, or USCIS prior to beginning any form of employment in the United States.

Definition of On-Campus Employment

Federal immigration regulations define on-campus employment for F-1 and J-1 students as follows:

- Employment for the host school or program on the institution’s premises; or
- Employment for a commercial firm that operates on the premises of the host school or program and that provides direct services to the student population, such as a campus bookstore or cafeteria; or
- Employment at an off-site location that has an established educationally affiliated relationship with the host school or program, generally evidenced by a Memorandum of Understanding.
Start of Employment Authorization

F-1 and J-1 students may begin on-campus employment immediately upon acquiring F-1 or J-1 immigration status. Students beginning a new period of F-1 or J-1 status may begin on-campus employment upon entering the United States, up to 30 days before their program start date.

Students transferring from another school or program may begin on-campus employment after the release of their SEVIS record to the University and reporting to International Student & Scholar Services. Students beginning a new program at DU after completing another program may continue working on campus in the interim provided a change of level or program has been authorized by an international student advisor and there is no break in the student's F-1 or J-1 status.

Curricular Practical Training

F-1 students may request a Curricular Practical Training (CPT) authorization from an international student advisor to participate in a paid internship, practicum experience, or other form of practical training that is an integral or required part of the student's program of study.

More information regarding CPT can be found on the ISSS (http://www.du.edu/intl/issss) website.

Academic Training

J-1 students may request an academic training authorization from an international student advisor or their program sponsor to participate in a paid internship, practicum experience, or other form of practical training that is an integral or required part of the student's J-1 program. J-1 students should consult with ISSS regarding academic training requirements.

Required Documentation to Hire International Students

Departments should refer to the University's I-9 process for verifying employment eligibility when hiring international students. Please refer to New Hire Checklist: F-1/J-1 Students on the ISSS (http://www.du.edu/intl/issss) website.

English Proficiency Requirements

F-1 and J-1 immigration regulations do not require students to have a defined level of English proficiency prior to beginning on-campus employment. However, University policy requires a specific level of achievement in English proficiency for graduate teaching assistantships.
Registration

Students must register by the appropriate deadlines for all courses they wish to attend.

Students may register for courses through PioneerWeb (https://PioneerWeb.du.edu), in the registration office located in the Office of the Registrar (http://www.du.edu/registrar), or as designated by the college or school the student is attending. Courses requiring special permissions or forms, such as independent study, restricted enrollment, those with unmet prerequisites, or those resulting in a credit-hour overload may require students to register in the Office of the Registrar. Students are expected to check with academic advisors and/or the program requirements in the academic bulletin to identify prerequisites and course restrictions prior to attempting to register for courses.

After priority registration, students may drop or add courses without approval or penalty (except for the late registration fee) through the first seven days of a quarter (summer session excluded) through PioneerWeb (https://PioneerWeb.du.edu) or during regular office hours in the registration office. All students in the following categories who do not register before the first day of the quarter are assessed a late registration service charge: continuing students, new students, students returning from leave of absence and readmitted students. The late registration service charge cannot be waived. Registrations are not processed after the designated registration period of the quarter.

Students may drop or add courses without approval or penalty (except for the late registration fee) through the first seven days of a quarter (summer session excluded) through PioneerWeb (https://PioneerWeb.du.edu) or during regular office hours in the registration office.

Please refer to the Important Dates Calendar for more information regarding registration deadlines.

Registration Offices

Registration is overseen by different offices depending upon the student’s program. Questions about registration dates, deadlines or procedures should be directed toward the appropriate registration office.

Graduate students may contact the University’s Office of the Registrar (http://www.du.edu/registrar) at 303-871-4095.

The University College Registrar (http://www.universitycollege.du.edu) can be reached at 303-871-2291.

The Sturm College of Law Registrar (http://www.law.du.edu) can be reached at 303-871-6132.

The Graduate Tax Program Registrar (http://www.du.edu/tax) can be reached at 303-871-6239.

The Graduate School of Social Work Registrar (http://www.du.edu/socialwork) can be reached at 303-871-3463.

Course Registration

Section Changes

Students may change from one section of a course to another with the instructor’s approval for the section being added. The section being dropped is deleted from the student’s record.

Adding Courses

Generally, courses may be added from the second to eighth week of a ten-week quarter with an instructor’s signature. Courses may not be added after the eighth week of the quarter. Deadlines for adding courses may differ for semester and interterm periods.

Waitlists

Contact the individual academic units for their policies on waitlisted courses.

Credit Load

A full-time graduate student may enroll for 8 to 18 credit hours each quarter.

A credit-hour load of more than 18 hours requires instructor and advisor approval and the signature of the dean of the unit. Each credit hour taken in excess of 18 hours is charged at the current hourly tuition rate.

Note: The total study load includes all courses taken at the University of Denver and at other institutions concurrently. Courses taken for no-credit (NC) are also applied toward the total study load. The maximum enrollment for any quarter is 20 credit hours.
Dropping Courses

Notification by Student of Intent to Withdraw

Students may notify the Registrar of their intent to withdraw by completing the Withdrawal Form (http://www.du.edu/registrar/forms/WithdrawalForm.pdf) or, if registered for classes, by making notification via the web, in person, by fax or by phone. The completed Withdrawal Form (http://www.du.edu/registrar/forms/WithdrawalForm.pdf) should be submitted to the Office of the Registrar (http://www.du.edu/registrar) (fax: 303-871-4300). The withdrawal date is the date that the student notifies the Office of the Registrar. It will be noted on the form. If the request to withdraw is received by another unit with registration authority, the effective date is the date that office is notified. Students who request a withdrawal via the phone are expected to read the information on the Withdrawal Form as well as that on the Withdrawal Information Sheet and Checklist (http://www.du.edu/learn/graduates/studentresources.html). During the automatic withdrawal period classes will be dropped on the date of notification.

A student must officially drop a course or a failing (F) grade is assigned. The only exception is in the case of an administrative withdrawal.

When a student ceases to attend a course, the student remains enrolled in the course unless the course is officially dropped through the appropriate registration office. A course may be dropped without instructor’s approval through the published date for automatic withdrawal (generally the end of the sixth week of a quarter). A student cannot drop a course after the automatic withdrawal (W) deadline without the instructor’s signature and advisor’s signature. All required signatures submitted to the appropriate registration office. If the drop is not requested and approved, the student remains enrolled in the course and will receive a failing (F) grade for the course. The student is liable for payment of all tuition and charges related to the course.

Students may not withdraw from courses after the eighth week of the quarter (or after the fourth week of a five- or six-week course).

In cases where the grade report indicates the student never attended, the Registrar may process the withdrawal request without referral to the Associate Provost’s office or the Graduate Academic Concerns Committee. Section and level corrections are also delegated to the Registrar’s Office.

In some cases, the student may need to submit a formal petition for an exception to academic policy to withdraw from a course.

Notes: Some programs may have more stringent policies regarding withdrawal from courses. Contact the unit for details.

Contact the Sturm College of Law for semester system withdrawal procedures.

International students who are considering withdrawing from the University should also contact the Office of International Student and Scholar Services (ISSS) in addition to following the Office of Graduate Studies procedures.

Official Drop Periods

Courses dropped through the first seven days of a quarter (Monday–Sunday, summer session excluded) are deleted from the student’s record. Tuition will be reversed through this time period (first 10 percent of the term), if applicable.

A notation designating a withdrawal (“W”) is assigned for courses officially dropped after the first week of the quarter. The course appears on the student’s record with a withdrawal (“W”) grade notation. Credit hours for the withdrawn course are not earned and the “W” grade notation is not calculated in the GPA. A course may be dropped without instructor approval through the published date for automatic withdrawal (generally the end of the sixth week of a quarter, 60 percent of the term). Withdrawal deadlines and tuition refund schedules are available at www.du.edu/registrar.

Academic Dishonesty

A student can be prevented from dropping a course in cases of suspected academic dishonesty, even during the automatic withdrawal (W) period.

In cases of suspected academic dishonesty, the Office of the Registrar (http://www.du.edu/registrar) can reinstate a course that has been dropped without notification to the student. Once the case is heard by the Office of Student Conduct (http://www.du.edu/studentlife/studentconduct) or reviewed by the unit in which the case originated, and if academic dishonesty is determined, an instructor may assign a student a failing (F) grade for the course. A withdrawal (W) for the course is not honored. If the accused student is found innocent of academic dishonesty and there has been an attempt to drop during the automatic withdrawal period, the drop is processed and a notation of withdrawn (W) assigned.

Requesting Drop When Student is Failing

An instructor may refuse to give permission to drop a course to a student who is failing the course.

Drops with Approval

After the sixth week of a ten-week quarter the instructor’s signature and advisor’s signature are required to drop a course.

Drop Deadlines

Withdrawals during the two weeks (ten class days, Monday through Friday) prior to the scheduled final examination period are not allowed.

The Office of the Registrar (http://www.du.edu/registrar) will maintain these and other important registration activity deadlines.
Notes: Some units may have different policies regarding registration processes, deadlines and procedures for adding/dropping of courses and academic dishonesty. Contact the Office of the Registrar for more details.

Registration deadlines may differ for interterm periods.

University College, Graduate Tax and the Sturm College of Law may have different policies regarding registration processes, deadlines and procedures for adding/dropping of courses. Contact their registration offices for more details.

Repeating Courses

Repeatable courses include independent research, independent study, topics courses and music performance courses. Unless it is specifically designated as repeatable, a course in which the student has received a qualifying grade may not be repeated for credit.

If a non-repeatable course is taken again, the regular tuition rate is paid and the course is counted as part of the total credit load. All grades are counted in GPA calculations. The highest grade received in the repeated course fulfills the degree requirements, but hours earned toward degree requirements are counted only once.

All repeated courses appear on student transcripts. Automated advising tools (e.g. the Academic Progress Report) may show only first grade for the course.

Course Information

Enrollment in any course implies the permission of the instructor and the department. Courses are subject to the prerequisites identified in the course description unless the instructor approves appropriate equivalent experience or study.

Graduate courses to be applied in a cognate area are subject to the approval of the major department or program.

In general, an appropriate undergraduate major as determined by the graduate program must precede a graduate major or program.

Course Number Designation

Graduate credit cannot be earned in courses numbered below 3000.

Not all 3000-level courses may be offered for graduate credit. Students should consult the course description in their unit, program, and course schedule prior to enrolling in any 3000-level course to verify it is listed at the graduate level and may count as credit for the graduate degree. 3000-level courses that are not designated as graduate level are not approved to count toward graduate degrees.

The course number consists of a three or four letter subject code that identifies the academic unit offering the course, followed by four numbers that indicate the level of the course.

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<thead>
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<tr>
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Schedule Type

Independent Study

Independent study provides opportunities for the capable student to do special work under individual supervision in areas not covered by class offerings.

Projects must be undertaken within the academic term in which they are registered. Independent study may not be taken instead of, or to modify, a regular course offered by a department. In addition, independent study cannot be used to account for study taken at another university or at the undergraduate level. The study must be conducted with DU faculty at the graduate level.

The department may limit the maximum number of Independent Study credit hours a student may apply towards their degree.

The students should demonstrate qualities necessary for interested and intensive inquiry. The student, with the approval of the instructor and department concerned, must agree upon the topic and outline.

Graduate students must obtain applications for independent study projects from the Office of the Registrar (http://www.du.edu/registrar). Partial applications will not be processed and registration after published registration dates is not permitted. To be eligible for independent study, the student must be in academic good standing (i.e., 3.0 GPA for graduate students). Independent studies must be at least one credit hour and generally not to
exceed five hours. Independent study projects appear on the student’s transcript with the specific topic as the course title and academic grades (A-F) are assigned.

The responsibilities of the instructor of record are to establish specific requirements for the course of study, see that the grades are submitted, approve the credentials of other faculty involved and agree to assume responsibility if problems arise.

**Independent Research**

Independent research opportunities are available to students primarily for thesis and dissertation research or other independent research. The department may limit the maximum number of Independent Research credit hours a student may apply towards the degree.

Projects must be undertaken within the academic term in which they are registered and registration after published registration dates is not permitted.

Students obtain applications from their academic department. Incomplete or partial applications will not be processed. Upon successful completion of the project or on its termination by request of the department, the research advisor will record a final grade. The department may use the A-F grading system in evaluating the research or record “P” (pass) or “F” (fail) for the course.

The responsibilities of the instructor of record are to establish specific requirements for the course of study, see that the grades are submitted, approve the credentials of other faculty involved and agree to assume responsibility if problems arise.

**Directed Study**

A directed study course is a permanent catalog course delivered on an individual basis when the course is not offered that term. Directed studies are approved under extenuating circumstances to provide an opportunity to complete a required course.

Directed studies use the same forms and processes as independent studies. Partial applications will not be processed. Directed study courses appear on the student’s transcript with the specific course title and must be approved by the instructor and department concerned. There can be no change in the basic content of the course. In particular, this means the level, subject code, description, title, grading policy (A-F, P/NP), credits and course content cannot differ from the permanent course. Projects must be undertaken within the academic term in which they are registered. Registration after published registration dates is not permitted.

The responsibilities of the instructor of record are to establish specific requirements for the course of study, see that the grades are submitted, approve the credentials of other faculty involved, and agree to assume responsibility if problems arise.

**Experiential Learning/Internship Credit**

**Courses for No Credit**

A student may register for no credit (NC) in any course with approval of the course instructor and only where space is available. A no credit registration cannot be changed to a credit registration after the deadline for registration has passed. Furthermore, a student enrolled for credit cannot change to no credit after the end of the sixth week of the quarter. Such courses count as full credit value in determining the total study load allowed. Courses taken on a no credit basis do not apply as part of the minimum credit-hour requirements for any graduate degree. The tuition charge for no credit courses is the same as for credit courses.

If adding the no-credit course creates a course overload, it requires approval from the instructor, advisor and dean of the unit.

No credit courses are listed on the student’s permanent record with a grade of No Credit (NC). Students receiving any type of financial aid, scholarship, grants or tuition waiver should check with the Office of Financial Aid (http://www.du.edu/registrar) before registering for NC as financial aid or waiver may not cover courses taken for no credit.

**Note:** Some units may have more stringent policies regarding no credit courses. Students should consult their registration office for information.

**Auditing Classes**

Auditing privileges are extended only to full-time students who have approval of the course instructor and only where space is available. Students do not officially register for courses that are being audited; therefore, no tuition is charged and no record of the course is made. Students enrolled in a course may change to audit only if the course is dropped within the first seven days of the term.

**Note:** Auditing privileges are not available for Daniels College of Business, Graduate School of Professional Psychology or University College courses.

**Graduate Courses for Undergraduate Credit (Credit Counted Toward Bachelor’s Degree)**

With the approval of the chair of the department or the dean of the college or school, undergraduate students may request to take a graduate course for undergraduate credit.

Graduate courses taken for undergraduate credit may not be used again for credit upon enrollment in University of Denver graduate programs. Students should consult the college, school, or department before enrolling.
Forms (http://www.du.edu/studentlife/advising/documents/GraduateCreditUndergradStudent.pdf) are available in the Center for Academic and Career Development (http://www.du.edu/studentlife/advising/forms.html). The request must be approved and filed in the Office of the Registrar (http://www.du.edu/registrar) before the student registers for the graduate course and registration must be completed before the deadline of the last day for registration with credit.

**Graduate Credit for Undergraduate Students (Credit Counted Toward Graduate Degree)**

With the approval of the chair of the department or the dean of the college or school, undergraduate students who are within ten credit hours of the number required for graduation and who have fulfilled all specific degree requirements may receive graduate credit for a maximum of ten credit hours of 3000- and 4000-level courses taken in excess of graduation requirements.

Forms (http://www.du.edu/studentlife/advising/documents/GraduateCreditUndergradStudent.pdf) are available in the Center for Academic and Career Development (http://www.du.edu/studentlife/advising/forms.html). The request must be approved and filed in the Registrar’s office before the student registers for the graduate course. Registration must be completed before the deadline of the last day for registration with credit.
Transcripts

A transcript is a copy of a student’s academic record showing the academic status of the student at the time it is issued. The official transcript includes the complete academic record of courses taken at the University of Denver.

Transcripts are available from the Office of the Registrar (http://www.du.edu/registrar). However, transcripts and diplomas are not issued until all outstanding accounts with the University are paid. Students may check for current holds in PioneerWeb (https://PioneerWeb.du.edu). The Office of the Registrar (http://www.du.edu/registrar) does not hold transcripts pending a change of grade. Issued to Student is stamped on official transcripts sent to or picked up by students.

Unofficial transcripts can be obtained in PioneerWeb (https://PioneerWeb.du.edu).

Transcripts from Colorado Women’s College/Temple Buell are also available through the Office of the Registrar (http://www.du.edu/registrar).
Graduate Program Administration

Students may have questions on a range of topics from academic standards to graduation requirements. To successfully navigate the policies and practices of the institution, we invite you to take some time to read the Graduate Policy Manual.

Individual schools and departments may have additional policies particular to their graduate programs. Please make sure you understand both; however, it is important to know that unit-specific policies do not override university-wide policies. Please consider contacting the Office of Graduate Studies for questions about the university’s policies and procedures.

Grades and Reporting

University Grading System

Reporting Grades

Grades must be reported for all registered students by the grade submission deadline. For federal financial aid purposes, non-reported grades may be considered as failing. This can result in financial obligations for the student.

Never Attended

A Never Attended (NA) grade should be assigned to students who registered for a class (and appear on the roster) but never attended the class.

Failing Grades

If a student ceases attending class or submitting assignments (and has not earned a passing grade) and has not made arrangements for an incomplete (I), a failing (F) grade must be assigned.

Withdrawal (W)

For colleges, schools, and departments on the quarter system, official withdrawal during the second to sixth weeks of the term will automatically result in the recording of grades of Withdrawal (W) for all courses. In weeks six through eight W’s will be given with the instructor’s permission. If a student fails to complete a course and does not withdraw, a grade of (F) will be recorded on the transcript.

IP, NR and Incomplete Marks

Markers of IP (In Progress) or NR (Non-Reported) for courses on the transcript will turn to marks of Failing upon graduation if no grade has been assigned for the course.

Last Date of Attendance

Federal financial aid rules require institutions to record a student’s last date of attendance if the student ceases attending a class.

Last date of attendance appears on web and paper grade rosters. It is very important the university know that a student received a failing (F) grade because s/he ceased attending class. In cases where faculty do not have an exact date, an estimate should be provided (e.g., last assignment date).

Non-Passing Grades

Students who receive non-passing grades often have all non-passing grades for a term. By federal financial aid rules, the University must consider those students to have withdrawn from the University. If DU does not have accurate records, the University and the student may face financial obligations for federal financial aid.

Grade Reports

Students may view grades for courses on the web. Grades are available on the web as soon as they are validated in the Office of the Registrar. Privacy regulations do not permit the University to release grades over the telephone. It is the student’s responsibility to check his/her transcript to ensure that grades are recorded appropriately for completed courses.

For most programs at the University of Denver, grade reports are mailed upon request only. Requests to have grade reports mailed are valid through the summer term and must be renewed each academic year. Requests for mailed grade reports must be received by the last day of classes for the academic term. Grade Report Mailer forms are available in the Office of the Registrar.

Duplicate grade reports or reports requested after the end of the term may be obtained in the Transcript office for a fee.

Notes: Some units may have more specific grading guidelines and grade reporting procedures. Contact the unit for details.

Graduate Tax Program: uses a numerical grading system.
Graduate School of Social Work and Graduate School of Professional Psychology: do not award grades of D+, D, or D-.

Sturm College of Law: Faculty have 30 days after the date an exam is given to turn their grades in to the Sturm College of Law Registrar’s office. Once grades are turned in, they must be processed. Required courses must fit into the mandated mean and median, which may require several adjustments by the faculty member. After the faculty member finalizes the grades, it takes 24 to 48 hours to post the grades to the web.

**Incompletes**

An Incomplete (I) is a temporary grade which may be given at the instructor’s discretion to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term.

Incomplete (I) grades should be assigned only when all requirements for the course have not been completed because of circumstances beyond the student’s control. Incomplete (I) grades should be assigned only when the student has made specific arrangements with the instructor prior to the end of the term. An incomplete (I) grade should not be assigned in any other circumstances.

Incomplete grades may be given only in the following circumstances:

- The student's work to date is passing; and
- attendance has been satisfactory through 60% of the term; and
- an illness or other extenuating circumstance legitimately prevents completion of required work by the due date; and
- required work may reasonably be completed in an agreed-upon time frame; and
- the Incomplete is not given as a substitute for a failing grade; and
- the Incomplete is not based solely on a student’s failure to complete work or as a means of raising his/her grade by doing additional work after the grade report time; and
- the student initiates the request for an Incomplete grade before the end of the academic term; and
- the instructor and student complete the Application for Incomplete Grade form before the end of the academic term.

Appropriate grades must be assigned in other circumstances. A failing grade and last date of attendance should be recorded for students who cease attending class without authorization. Students who are unable to complete a course and who do not meet these circumstances should consider dropping the course.

Once the coursework is completed and graded, the instructor must submit the grade using the University’s grade change process. It is in the student’s best interest that incomplete grades are made up by the end of the following academic term. Incomplete grades must be made up and final grades submitted within one calendar year. Only under the most extenuating circumstances may an Incomplete be made up more than one calendar year from the date it is recorded and only with approval of the dean of the unit in which the course was taken. The coursework may be completed while the student is not enrolled.

Incomplete grades will expire on the date selected by the professor when the grade of incomplete is entered. This date will be no more than one calendar year from the last day of classes of the quarter in which the incomplete was incurred. Faculty may enter a default grade that will appear on the transcripts should the expiration deadline lapse without further action on the part of the student. Incomplete grades may be replaced with letter grades prior to the expiration deadline with faculty approval through PioneerWeb.

Incomplete grades appear on the transcript for up to one year and they do not affect the grade point average at this stage. After one year, or at the time of graduation, incomplete grades will change to (F) and affect the GPA. (This policy affects incomplete grades given in fall 1995 and thereafter. Prior to 1995, unchanged incompletes remain on the permanent record as part of hours attempted and are calculated as a failing (F) grade in the GPA.) Notation of the original incomplete status of the grade remains on the student’s transcript along with the final grade.

An Incomplete grade may not be considered passing for purposes of determining academic standing, federal financial aid eligibility, athletic eligibility, or other purposes.

An Incomplete should not be assigned when it is necessary for the student to attend additional class meetings to complete the course requirements. Students who receive an incomplete grade in a course must not re-register for the course in order to remove the (I). An Incomplete should not be assigned where the normal practice requires extension of course requirements beyond the close of a term, e.g., thesis or project type courses.

**Note:** Some graduate units may have more restrictive policies.

Markers of Withdrawal, Incomplete or Failing grades on a student’s transcript may impact their satisfactory academic progress for determining federal aid eligibility. Contact the Financial Aid office for further information.
Academic Standards

Grade Point Average

The grade point average (GPA) is determined by multiplying the credit points (for example, B+ = 3.3) by the number of credit hours for each course. Add up the total credit hours attempted, total the credit points and divide the number of points by the number of hours.

Grades of I, IP, NC, NR, W, NP or P are not included in the grade point average. Incomplete grades that are not completed within one calendar year from the quarter the original course was taken are converted to grades of ‘F’ in the GPA. All grades for repeated courses are included in determining the GPA.

Good Academic Standing

Graduate students must maintain a cumulative GPA of 3.0 or higher to be in good academic standing.

Note: GPA Requirements for Sturm College of Law students may be different.

Below 3.0 Grade Point Average

Any student whose overall grade point average falls below a 3.0 are no longer in good academic standing and may be warned, put on probation, suspended or terminated, depending upon the grade point deficiency. It is the program’s responsibility to inform the student of the deficiency and the student must contact his/her advisor to develop a plan to remedy the student’s academic deficits.

After three consecutive quarters (two semesters) of deficit or, in the opinion of the student’s advisor, department chair and/or dean, the student is incapable of raising his/her GPA to 3.0, or finishing requirements for the degree, the student may be terminated from the program.

Students whose GPA falls below a 3.0 may not be eligible for some types of financial aid. For more information, see Section 8.4 Financial Aid: Satisfactory Academic Progress (SAP) or contact the Office of Financial Aid for details.

Graded Work Accepted for the Degree

In no case may more than one-fourth of the hours accepted toward the degree be of “C” grade. A grade lower than “C-” renders the credit unacceptable for meeting University degree requirements. Grades of “C-” or better qualify for graduate credit but may not count towards the degree requirement. Students should consult with the unit to understand the minimum grade requirement.

Students cannot take more than eight-quarter hours beyond the degree requirements in order to make up grade deficiencies. These additional credit hours should be relevant for the degree and approved by the student’s advisor. Students whose grades are still deficient after taking the additional eight hours are terminated from the degree program.

Note: Satisfactory grades for the Sturm College of Law may be different. Consult the unit for details.

Repeating Courses

Repeatable courses include independent research, independent study, topics courses and music performance courses. Unless it is specifically designated as repeatable, a course in which the student has received a qualifying grade may not be repeated for credit.

If a non-repeatable course is taken again, the regular tuition rate is paid and the course is counted as part of the total credit load. All grades are counted in GPA calculations. The highest grade received in the repeated course fulfills the degree requirements, but hours earned toward degree requirements are counted only once.

All repeated courses appear on student transcripts. Automated advising tools (e.g. the Academic Progress Report) may show only first grade for the course.

Candidate Status and Completion of Coursework

Advanced degrees are not awarded automatically on completion of the required number of courses or hours of credit and the candidate’s status is subject to review at any time.

Grade Changes

Grades submitted by instructors at the end of the term are final and are not subject to change by reason of revision of judgment on the part of the instructor. Grades cannot be changed on the basis of a second trial, such as a new examination or additional work undertaken or completed after the grade report has been recorded, or by retaking the course.

In the event of a grade error, the faculty member should change the grade using the University’s grade change process. Any correction or appeal of a grade must take place in the term following the one in which the grade was assigned.
The initial reporting of a grade does not require the grade change process; if the grade was not recorded or if the course is listed as IP (In Progress), a memo on departmental letterhead will suffice to report the grade.

Note: Some graduate units may have more restrictive policies. Contact the academic unit for details.

Probation

Any student whose overall grade point average falls below a 3.0 will be placed on probation.

It is each program’s responsibility to inform the student of their probationary status. The student must contact his/her advisor to develop a plan to remedy the student’s academic deficits. After three consecutive quarters (two semesters) of deficit, the student will be recommended for termination from the program.

Note: Requirements for probationary status for Sturm College of Law students may be different. Students should consult the unit for appropriate procedures.

Suspension

Students may be suspended from the University for academic or behavioral misconduct and may not be permitted to enroll for a period specified as part of the terms of their suspension.

The University will not accept courses completed at another institution while the student is under suspension.

A suspended student who wishes to re-enroll must reapply through his/her program’s admission office.

Termination

A student will be recommended for termination from his/her graduate program for the following reasons:

- the student maintains a GPA lower than 3.0 for three consecutive quarters (two semesters)
- in the opinion of the student’s advisor, department chair and/or dean, the student is incapable of raising his/her GPA to 3.0 or finishing requirements for the degree
- a department can document that a student will not be returning
- the time limit for completing provisions has expired
- the time limit for completion for the degree has expired
- the request for an extension of time has been denied
- the student wishes to change to another degree program outside of the college, school, or department in which s/he is currently enrolled
- severe academic or behavioral misconduct
- violation of the Honor Code

If the student chooses to reapply to a program after being terminated, the time limit to complete the degree may not automatically be reset and there is no guarantee a student will be readmitted, even if s/he reapplies.

Notes: Some programs may have more stringent policies. Contact the unit for details.

Requirements and procedures for termination for Sturm College of Law students may be different. Students should consult the unit for appropriate procedures.

Mandatory Withdrawal Policy

A student will be subject to mandatory withdrawal if the Associate Provost for Graduate Studies or his/her designees, in consultation with appropriate university administrators, has probable cause to conclude that the student has engaged or threatens to engage in the following:

- poses a significant danger of causing imminent physical harm to others
- impedes the lawful activities of other members of the campus community
- reasonably demonstrates an inability to maintain academic progress at the University
- fails to comply with a request for mental health evaluation after exhibiting behavior that poses imminent self-harm.

Except in emergencies (see Mandatory Interim Emergency Withdrawal Policy) at least seven days advance notice will be given to the student if s/he may be subject to mandatory withdrawal. The time and place of the informal hearing will be included in the notice.

The student may be asked to undergo a physical or psychological evaluation to assist the Associate Provost in his/her determination. A student who does not complete a requested evaluation may be withdrawn pursuant to the emergency policy.
After at least seven days, an informal hearing will be held, wherein

- The Associate Provost or his/her designee and the Director of Health and Counseling Services will review any physical or psychological evaluation that they may have and give the student the opportunity to review and discuss that evaluation.
- The student may be accompanied by medical or mental health professional, faculty member, or another person of his/her choice who may serve as an advocate.
- A decision regarding continuance or withdrawal from the University will be made by the Associate Provost or his/her designee.
- A statement of reasons will be made and filed with the student’s record for any decision requiring a student’s mandatory withdrawal from the University. This statement will include the requirements for re-admission to the University. These requirements may include a mandatory period of separation from the University to allow for treatment and recovery. Record of the withdrawal will be released only under circumstances described by the Federal Educational Rights and Privacy Act (FERPA)

Mandatory Interim Emergency Withdrawal

An interim emergency withdrawal may be implemented immediately by the Associate Provost for Graduate Studies or his/her designee if any of the following conditions are felt to be present:

- the student’s behavior poses a significant danger of causing imminent physical harm to others, or
- the student suffers an accident or illness that gravely disables him/her, or
- the student is impeding the lawful activities of other members of the campus community

A student withdrawn on an interim basis shall be given an opportunity to appear personally before the Associate Provost or his/her designee within 48 hours from the effective date of the interim withdrawal in order to discuss the following issues only:

- the reliability of the information concerning the student’s behavior, and
- whether or not the student’s behavior poses a significant danger of causing imminent physical harm to others, or of impeding the lawful activities of other members of the campus community

A student subject to such an interim withdrawal may be asked by the Associate Provost or his/her designee to release and submit the following information prior to continuing his/her educational program and/or returning to campus:

- Written statement by an appropriate licensed health care provider, including:
  - A description of the problem(s) that led to the student’s interim withdrawal, including diagnoses, and indicating that the student, at the time of evaluation by the health care provider, is medically able to resume study at the University.
  - In addition, the health care provider must list any medications prescribed for the student, any side effects that may affect the student’s ability to attend and complete classes, whether any prescribed medications require monitoring, and the name of the treatment provider designated to monitor the medication.
- The student must sign a HIPAA-compliant consent form for release of the information by the provider.
- Submit a completed Treating Health Care Provider Questionnaire form provided by the University.
- The name of a health care provider who is providing continuing treatment and/or may be contacted in an emergency.
- Releases of information signed for DU’s Health and Counseling Center and the Associate Provost’s office to consult with each other and with the treatment provider.

After reviewing the information, the Associate Provost or his/her designee may decide:

- to readmit the student
- to readmit the student pending the informal hearing, or
- to continue the withdrawal pending the informal hearing.

Administrative Withdrawal

Students are administratively withdrawn from courses that are canceled by the University.

Canceled courses are deleted from the student’s record and tuition charges reversed, if appropriate. Students are notified of the cancellation by the college, school or department responsible for offering, and subsequently canceling, the course.
Student Withdrawal from the University

Withdrawing (Temporary or Permanent)

Students considering time away from graduate study must communicate with the University prior to taking time off from the graduate program and fill out the appropriate paperwork. There are two types of withdrawals, temporary and permanent. Regardless of withdrawal type, the first step for students enrolled in courses is to officially drop courses.

Temporary Withdrawal

This is for students planning to resume studies at the University of Denver. This type of withdrawal includes personal and medical leaves. The approved Leave of Absence form must be submitted to the Office of Graduate Studies (students in Law, Business, Social Work, UCOL and International Studies return the form to the college's student service office instead of the Office of Graduate Studies) prior to any leave.

Permanent Withdrawal

Students wishing to discontinue graduate study must communicate the decision to permanently withdraw from the graduate program in writing to the University.

Things to Consider Prior to Withdrawing

Students who wish to drop all courses in a term and take a leave of absence or withdraw permanently from their programs are advised to consider the impact on the following items:

Timeline for Degree Completion, Cohort Placement and Degree Requirements

While on an approved leave of absence, students are guaranteed a place in their current program when they return to the University, provided all deadlines and rules are observed. Some units may have more restrictive guidelines for a leave of absence. Students should consult with their unit and program for more information before deciding to take leave. Students returning from leave have the same registration priority as continuing students. It is important to note that students are still held to the original timeline for completion of the degree, unless a student is on an approved medical leave of absence. Special Status, or non-degree seeking, students or students who are beyond the time limit to complete their degrees are not eligible for a leaves of absence.

Students who permanently withdraw may not re-enter the program without applying for and being re-admitted to the academic program. They are accepted under the newest bulletin requirements.

Tuition and Fee Payment and Refund Schedule

Outstanding debts must be cleared with the Bursar’s Office. A student’s leave application will be accepted even if they owe money to the University. However, students will not be allowed to register for future terms if they have any outstanding debts to the University. In the case of extenuating circumstances that are beyond the student’s control, a student may appeal for an exception to the University's refund policy.

Withdrawal Deadlines

Enrolled students should review the academic calendar (http://www.du.edu/registrar/calendar) and be aware of the important dates and term specific withdrawal deadlines.

Health Insurance Coverage

University of Denver Health Insurance coverage may be interrupted or discontinued. To learn more about the coverage, students should consult with the staff in the Health and Counseling Center (http://www.du.edu/health-and-counseling-center) at 303-871-2205.

Financial Aid, Scholarships, Work-Study, GTA/GRA and Loan Repayment Terms

Students should be clear about the impact of withdrawal on loan repayment requirements as well as scholarships, teaching assistantships and other forms of University aid. While on a leave of absence, students are not eligible to receive financial aid, including work-study. Some forms of University aid (i.e. GRA and GTA positions and other scholarships or fellowships) are not guaranteed to be reinstated if a student takes a leave of absence. In addition, student loan repayment terms may be impacted and in some cases repayment may begin when a student goes on Leave. It is the students’ responsibility to notify their lender they are taking a leave of absence and will not be enrolled in school.

Students should apply for financial aid well in advance of the term they expect to return to school so their disbursement is available at the beginning of the term. Contact the Office of Financial Aid (http://www.du.edu/financialaid) for additional information.

F-1 or J-1 Visa Immigration Status for International students

International students who are interested in withdrawing should be aware of certain restrictions in the immigration laws. Nonimmigrant students may not remain in the United States in F-1 or J-1 immigration status if they are not enrolled full-time in school unless they meet certain criteria and have approval from International Student and Scholar Services (ISSS). In order to take a Leave, international students may need to either leave the United States while
out of school or change to another non-immigrant status. Before withdrawing and applying for a Leave, international students should consult with an adviser in the ISSS office.

**University Housing Contract**

Housing contracts are for the entire academic year; please see housing policy to understand approved reasons for checking out during the academic year. Students must check out of the apartment within 24 to 48 hours of withdrawing.

**Benefits for Veterans**

For students receiving veterans’ benefits, Veteran Services in the Office of the Registrar should be notified of withdrawal plans.

**Parking Permits and Unpaid Citations**

Unpaid citations must be cleared with Parking Services and parking permits should be returned to avoid additional costs.

**University Libraries Books and Overdue Book Fines**

All library books should be returned and overdue book fines should be paid prior to withdrawing.

**Contact Information**

It is university policy that students maintain a preferred off-campus address and email account. It is each student’s responsibility to keep both a current mailing address and email address updated while on leave. If a student’s address changes while on Leave, the address should be updated through PioneerWeb (https://PioneerWeb.du.edu).

**Personal Leave of Absence**

A graduate student may withdraw from the University temporarily or permanently for non-medical reasons. For medical circumstances, see Section medical leave of absence. Students who wish to withdraw permanently from their programs should notify the University in writing. A graduate student who wants to take time off from the University must fill out the Application for Leave of Absence for Graduate Students. The form must be signed by the student’s advisor and turned into the Office of Graduate Studies by the Registrar’s published deadline to drop classes. Students who are currently enrolled for the quarter during which they wish to begin a leave of absence must first withdraw from courses for the quarter during which they apply for Leave. Students who fail to withdraw will be liable for full tuition and fee charges, and a failing grade may be recorded for every course for which the student is registered.

In general, Leaves of Absence are for students who want to take a period of time away from the University (excluding summer) with the intent to return. The maximum period of time for a single leave of absence is three consecutive quarters, excluding summers. Students who need an additional leave of absence should file a new application for a leave of absence. While on an approved leave of absence, students are guaranteed a place in their current program when they return to the University, provided all deadlines and rules are observed. Some units may have more restrictive guidelines for a leave of absence. Students should consult with their unit and program for more information before making a decision about whether to take a leave. Returning students have the same registration priority as continuing students. It is important to note that students are still held to the original timeline for completion of the degree.

Students who are called to active military duty while enrolled should apply for a leave of absence. Active Peace Corps volunteers may apply for a leave of absence for the term of their Peace Corps service.

Students on a formal internship, cooperative education, or clinical placement program as part of an academic program at DU should not apply for a leave of absence as they may need to be enrolled for internship or practicum credits. Instead, students should work with their graduate unit to be sure they are in compliance with program requirements.

Students who have outstanding judicial sanctions or actions due to violations of the Honor Code will not be considered in good standing with the University of Denver and must first be cleared by Student Conduct before they may be readmitted to DU. Please contact Student Conduct (http://www.du.edu/studentlife/studentconduct) with any questions before applying for a leave of absence.

Prior to returning to the University, students should contact their advisers for information on choosing courses appropriate for each academic program. Please contact the appropriate student services office with questions about returning to the university and registering for courses. International students must contact ISSS (http://www.du.edu/intl/isss/about.html) to obtain proper immigration documents before returning.

**Medical Leave of Absence**

A medical leave of absence may be requested for serious mental and/or physical conditions that prevent a student from functioning successfully or safely as a member of the University community. A medical leave of absence provides students up to one year of relief from coursework and time-to-degree requirements (except for the Sturm College of Law students). Generally, a student may request a medical leave of absence a total of two times while enrolled in an educational program at DU. Students may apply up to the last published day of classes. In addition, if the medical leave is approved, tuition for the quarter in which the student begins the leave may be refunded. Medical withdrawal is not intended as a strategy to shield a student from
unsatisfactory progress or any other academic irregularity. Any student on a medical leave of absence may not enroll for any courses at any institution unless required as a part of the health care plan.

Transfer of credit toward a DU degree for courses taken while on leave is not guaranteed. A medical leave of absence is only allowed for students who are dealing with their own personal health circumstances. Students seeking a leave of absence for other reasons may apply for a personal leave of absence and refer to the forms and polices for a leave of absence.

**Processing a Medical Leave of Absence**

- The complete Application for Leave of Absence for Graduate Students (http://www.du.edu/media/documents/graduates/personalleave.pdf) and all relevant medical documentation must be submitted within two weeks of the last date the student attended classes and no later than the published last day of classes.
- If the documents (Application for Leave of Absence for Graduate Students (http://www.du.edu/media/documents/graduates/personalleave.pdf) and official medical documentation) are completed and submitted before the end of the sixth week of the term, all courses will be dropped, the relevant departments will be notified on the student’s behalf, and tuition refunded.
- If the completed application and supporting medical documentation are submitted after the sixth week of the regular academic term and before the published last day of classes, the student may be required to petition separately for a late withdrawal from courses and file a formal appeal for a tuition refund. For summer, interterm or intensive short courses, please refer to the Academic Calendar (http://www.du.edu/registrar/calendar) on the Office of the Registrar’s (http://www.du.edu/registrar) website for current add/drop dates.
- Students may not apply for a Medical Leave of Absence for a term which has ended. Please contact the Office of the Graduate Studies (http://www.du.edu/learn/graduates/studentresources.html) to discuss what options might be available for future terms.

**Medical Documentation**

Appropriate medical documentation must be submitted with the Application for Leave of Absence for Graduate Students (http://www.du.edu/media/documents/graduates/personalleave.pdf) and must include the following:

- a signed and dated letter, on clinic letterhead, from a medical care provider appropriate for the medical condition indicated
- diagnosis of the condition, indicating confirmation that the condition prohibits the student from attending classes and/or completing coursework

**Returning from a Medical Leave of Absence**

As a condition of accepting a medical leave of absence, students agree to obtain appropriate medical treatment before returning to the University. To be eligible to return, students must submit documentation from an appropriate health care provider. At least two weeks before the start of the term a student plans to return to classes, the following items must be submitted:

- a signed and dated letter, on clinic letterhead, from a medical care provider appropriate for the medical condition indicating the student, at the time of the evaluation by the health care provider, is medically able to resume study at the University
- the health care provider must also submit a completed Health Care Provider Questionnaire, available from the Office of Graduate Studies (http://www.du.edu/learn/graduates/studentresources.html).

The Associate Provost for Graduate Studies, or the Associate Provost’s designee, has final determination as to whether the documentation the student has submitted is sufficient.

It is the student’s responsibility to submit medical documentation and necessary letters/forms with sufficient time to allow for processing and priority registration if approved to return. All other provisions for returning to the University apply (e.g., registration holds, etc.).

If a graduate student has not been approved to return to study within one calendar year of taking the Leave, the degree time limit is reinstated, and the student will be placed on inactive status until the time to degree expires and/or the appropriate documentation is submitted to the Office of Graduate Studies required to return from a medical leave of absence. Students may be eligible to reapply.

All other provisions and procedures for non-medical Leaves of Absence apply. Please review the general (personal) leave of absence policies for more information.

Students may also seek grades of “Incomplete” in their course(s), if eligible.

**Enrollment Status**

**Regular Enrollment**

The University’s definition of full-time graduate study is eight credit hours or more of coursework or research credit per quarter. Half-time students are enrolled in four to seven credit hours. Less than half-time students are enrolled in one to three credit hours.
Some graduate programs and fellowship awards may require more than eight credit hours of enrollment per quarter to be considered full-time. Contact the individual graduate unit regarding specific enrollment requirements.

**Concurrent Enrollment**

Students may enroll concurrently at another college, school, or university only if they are pursuing a requirement not currently offered at DU and if the concurrent enrollment does not result in an unacceptable credit overload.

The total study load includes all courses taken at the University of Denver and at other institutions concurrently. Courses taken for no-credit (NC) are also applied toward the total study load. The maximum enrollment for any quarter is 20 credit hours.

**Consecutive Term Enrollment**

All graduate degree-seeking students must be in active status and enrolled for consecutive terms fall through spring.

Enrollment may consist of registration for courses, thesis or dissertation credits, or Continuous Enrollment registration. The minimum thesis or dissertation credit requirements are determined by the individual graduate programs which may require students to register for additional thesis or dissertation credits to maintain degree candidacy. A graduate student who is not in active status and not consecutively enrolled must apply for readmission and pay any continuous enrollment fees owed for previous quarters, if applicable.

Unless a student is on an official leave of absence, a student’s status is rendered inactive after one quarter of non-enrollment. The student will not be able to register for courses and will need to submit a Readmission form to the program.

Students not planning to be consecutively enrolled must apply for a leave of absence from the university.

*Note: Academic units and programs may have additional registration and/or enrollment requirements. Contact the unit for more information.*

**Student Status Definitions**

**Active Status**

Active status (AS) means a student who:

- is eligible to register or registered for the current term
- is on an approved leave of absence (medical or personal)

**Inactive Status**

Inactive status (IS) means a student who:

- is neither active nor terminated
- has been awarded a degree

**Inactive Withdraw (IW)**

Inactive withdraw is when a student initiated termination and means a student who:

- has officially withdrawn from the University with no plans to complete degree
- has withdrawn from one degree program to change to another degree program outside of the college, school, or department.

**Dismissed Academic (DA)**

Dismissed academic is when a graduate unit initiated termination for academic reasons and means a student who has been institutionally withdrawn from the University in accordance with University policy.

**Dismissed Conduct (DC)**

Dismissed conduct is when a graduate unit initiated termination for conduct reasons and means a student who has been institutionally withdrawn from the University in accordance with University policy.

**Suspended Academic (SA)**

Suspended academic is when the institution initiated suspension for academic reasons and means a student who has been institutionally suspended from the University in accordance with University policy.
Suspended Conduct (SC)
Suspended conduct is when the institution initiated suspension for conduct reasons and means a student who has been institutionally suspended from the University in accordance with University policy.

Continuous Enrollment
Registration for Continuous Enrollment (CE) is limited to students who have completed all required coursework (with the exception of independent research hours 4995/5995) and are pursuing academic work/research necessary to complete a degree. CE is designed primarily for students who are working on a thesis, dissertation, or research paper/capstone.

Students who have completed all their coursework and are working on non-thesis research papers, capstones, performance, or other creative work enroll for four credit hours. Students who have completed all their coursework and are working full time on a thesis or dissertation enroll for eight credit hours. Doctoral students who have completed all coursework are eligible for continuous enrollment during the preparation of the doctoral comprehensive examinations. CE hours will not appear on student transcripts.

Students enrolled in the dual undergraduate-graduate program who have earned the baccalaureate degree and have completed all required graduate coursework and are working on a thesis are eligible for graduate CE.

CE is not to be used for students who are only engaged in required internships and practicums. Students should register for internship and practicum courses through their department.

Students should be enrolled in CE by the end of the 100% reimbursement/drop-add period to be eligible for the university health insurance and health fee, plus loan deferment. Students who do not enroll prior to the first day of classes of a given quarter will be charged late registration fees as determined by the Registrar.

CE enables students to maintain active status with the University and access to university resources including library, email, lab access, participation in the DU Student Health Insurance Plan and Health & Counseling fee services, and part-time student rates at the Coors Fitness Center. Students who are appointed DU employees must pay the Coors Fitness Center faculty/staff rate.

CE is not to be used for enrollment purposes while making up an incomplete grade. An exception is if all other coursework is completed and the student is working on the thesis, dissertation or research paper/capstone while completing the work required for the incomplete grade. It is the responsibility of the student and graduate college, school, or department to make this determination prior to approving eligibility for CE credit.

Registration in Continuous Enrollment
CE requires annual approval by the student’s faculty advisor, the Dean and/or the Associate Provost. Students are responsible for registering themselves in CE each quarter by the appropriate registration deadlines.

Continuous Enrollment Approval forms must be returned to the appropriate student services office.

Approval by the Dean is required for the Graduate School of Social Work, the Josef Korbel School of International Studies, and the Morgridge College of Education.

Approval by the Associate Provost’s office is required for all divisions, schools, and colleges.

Permission to enroll in CE is granted for up to one academic year beginning in the fall quarter. Students requiring CE after fall quarter registration must complete and submit the form prior to the beginning of the subsequent quarter (winter, spring and summer) in order to be enrolled in CE. To avoid late fees, the student must submit a new form for fall quarter of the following academic year.

After permission to enroll is granted, students are responsible for registering themselves online for CE each quarter. Registration for CE must follow the Registrar’s deadlines. To avoid late registration charges, students must register for CE prior to the first day of classes. To be eligible for health insurance and loan deferment, students must be registered by the end of the 100% refund period. Hours added after that time will not count towards financial aid eligibility.

There are five course codes for CE. Students register for the appropriate type of CE depending on their thesis/dissertation requirements and financial eligibility status.

- **CENR 4500 Non-Thesis (4 credits)**
  Master’s level students working on non-thesis research papers, capstones, performance, or other creative work.

- **CENR 4600 Thesis (8 credits)**
  Master’s level students working on a thesis

- **CENR 5600 Doctoral (8 credits)**
  Doctoral level students working on a dissertation
• CENR 4500, CENR 4600, and CENR 5600 registrations will confer loan eligibility or loan deferment if the student is eligible to receive financial aid. Students with an approved time extension for completion of their degree program, but who are no longer eligible for financial aid because they are past the aid eligibility time limit (seven years master’s level, six years for MSW, or ten years doctoral) register for

• CENR 4700 Master’s Level, Non-Financial Aid Eligible (0 credits).1

• CENR 5700 Doctoral Level, Non-Financial Aid Eligible (0 credits).1

1 These courses do not confer loan eligibility or loan deferment.

Notes: Students in University College, the Sturm College of Law, Graduate Tax and the Daniels College of Business are not eligible for continuous enrollment.

Peace Corps students are NOT to be put on continuous enrollment for the duration of their Peace Corps assignments. These students must follow the Peace Corps’ procedures for maintaining appropriate loan deferment status.

Morgridge College of Education doctoral students and students in the DU-Illiff Joint PhD program are required to register for dissertation hours in addition to continuous enrollment. Contact the unit for details.

Some units may have more stringent policies. Contact the unit for details.

Fees and Readmission

Students must register and pay for CE on a quarter-by-quarter basis. In addition to the standard CE fee, technology fees will be assessed based on part/full-time status (four/eight quarter hours).

Students who have finished their coursework but who have become inactive because they were not registered for CE or on an approved leave of absence from the program must complete the Continuous Enrollment Application for Re-Admission. The student must submit transcripts from any institution(s) s/he may have attended during his/her absence from DU.

The student will owe CE and technology fees for the quarters s/he was not enrolled from winter quarter 2005 forward. In addition, a late fee may be assessed at the time of readmission. Paying fees for previous quarters will not make the student eligible for retroactive enrollment, financial aid, or retroactive loan deferment.

International Students

Federal immigration regulations require F-1 and J-1 students to enroll full-time for at least three quarters (or fall and spring semesters for law students) each academic year in order to maintain their immigration status. Exceptions to this requirement may only be authorized by an international student advisor or the program sponsor under very limited criteria.

Federal immigration regulations permit the host institution to define full-time enrollment for F-1 and J-1 students studying at the graduate level. The University defines full-time enrollment for graduate students as eight or more credit hours. To comply with the full-time enrollment requirement, F-1 and J-1 students must enroll in continuous enrollment after all coursework is completed or during the final quarter of coursework, if registered for less than eight credits, while working on the thesis or dissertation.

International students must also maintain acceptable levels of health insurance coverage during their academic program, as required of all students by the University. In addition, the U.S. Department of State requires J-1 students to maintain health insurance coverage throughout their exchange program in order to maintain their J-1 immigration status.

F-1 and J-1 students must receive authorization from an international student advisor or their program sponsor prior to dropping below full-time status in an academic quarter when enrollment is required. Failure to receive prior authorization to drop below full-time status is a violation of the student’s immigration status and will result in the loss of the student’s authorization to lawfully study in the United States.

F-1 and J-1 students should enroll in continuous enrollment (CENR 4600 or CENR 5600) in order to comply with the full-time enrollment requirement while working on the thesis or dissertation, even if they have reached the maximum limits for their degree programs. Registration in continuous enrollment courses does not confer loan eligibility or loan deferment benefits on a student.

Financial Aid Loan Eligibility and Loan Deferment

United States citizens and permanent residents participating in CE may be eligible for student loans and loan deferment as long as they are within the maximum time frame allotted for their program.

Students enrolled in CE are eligible for Federal Direct Loans and Federal Work-Study only. The maximum work-study award may be awarded in the amount of $1500, without the option to increase the award.
Students registered in CE are not eligible for waivers, scholarships, or some forms of financial aid that requires the student to be enrolled on a full-time basis (eight credit hours or more). These include the Graduate Studies Doctoral Fellowship and the Graduate Studies Doctoral Fellowship for Inclusive Engagement. Students are also not eligible for Perkins Loans, which require the student to be enrolled on a half-time basis (four credit hours or more).

However, students on CE may receive a GTA or GRA, as long as they are not required to be enrolled on a full-time basis (eight credit hours or more) according to departmental guidelines.

Registration in CE does not guarantee eligibility for financial aid.

Students must follow the loan procedures established by the Office of Financial Aid (http://www.du.edu/financialaid), and must contact the Office of Financial Aid for details on eligibility for loans and loan deferment. Satisfactory progress towards the degree must be verified.

Eligibility for loans and in school loan deferment ends after seven years in a master’s program (six years for the MSW), and after ten years in a doctoral program. Time away from the program (e.g., Leave of Absence, Medical Leave of Absence, or other non-enrollment periods) will count against the loan and loan deferment eligibility time limit. There are alternatives to the in school loan repayment deferment that may be applicable. To find out more information about a forbearance or economic hardship deferment, please contact the Office of Financial Aid, or your lender. Students are responsible for submitting lender-required loan deferment forms to the Office of the Registrar (http://www.du.edu/registrar).

Health Insurance and Continuous Enrollment

Students who are on CE are not automatically assessed the Student Health Insurance Plan (SHIP) or health and counseling fee each quarter. SHIP enrollment is available twice a year, in the fall and spring. The Health & Counseling Fee enrollment is available every quarter. Please contact the Health and Counseling Center to discuss enrollment deadlines and payment options, 303-871-2205.

Change of Degree or Program

A student wishing to change major or concentration, or wishing to change to a lesser degree (doctoral to master’s level), within the same college/school must request that the graduate unit submit a completed change of major form to the appropriate student services office. Graduate units reserve the right to request that the student submit a full application for admission (which includes the application fee) to the appropriate admissions office, instead of a change of major form.

A student wishing to change to a major or degree outside of the current college/school, or wishing to change to a higher degree (master’s level to doctoral), must submit a full application for admission, including an application fee and supplemental admissions documents, to the appropriate admissions office.

A graduate student who wishes to change to another degree program must be terminated/withdrawn from the program of original admittance and accepted into the new degree program.

Note: Some units may have alternative procedures for changing degree programs. Contact the unit for details.

Readmission

Readmission for Inactive Students

Students who are within their time limits for completion of their degrees, but have interrupted their graduate programs by not registering for one or more consecutive terms (excluding summer) without properly withdrawing by requesting a leave of absence, must submit a readmission form to the program.

Students who still have coursework to complete must submit an application for readmission and indicate the last term attended and the expected term of re-entry. The department must approve the request for readmission and the student must submit transcripts from any institution(s) attended during absence from DU. Once readmission is complete, students may register during the regular registration period, including priority registration, according to the Registrar’s deadlines.

Readmission for Terminated Students

Students who have been terminated from a program or have an expired time limit for degree that wish to be readmitted need to complete the following:

1. Submit a new application to the program and meet the current admissions criteria.
2. If admission is granted, the most current program bulletin must be followed, including all curriculum and program requirements.
3. All previous coursework older than five years must be reviewed by the department to determine if it is still relevant for current term of admittance.

Final approval for admission and consideration of coursework from a program in which a student was previously terminated must be approved by the Associate Provost for Graduate Studies.

Note: Per “Section 484C of the Higher Education Act (HEA) provides that an institution of higher education may not deny readmission to a service member of the uniformed services for reasons relating to that service.”
Class Attendance

Attendance

Students must officially enroll for the courses they attend. A student cannot receive credit or a grade for a course without being enrolled in it.

Instructors have the right and responsibility to establish attendance policies for their courses.

Students are responsible for informing instructors about their absence from class and for completing assignments given during their absence.

Religious Accommodations and Class Attendance

Faculty, staff, student organizations and other programming groups are strongly urged to be mindful of major holy days in their scheduling. A list of the most-frequently observed religious holidays can be found at: http://portfolio.du.edu/religiouslife. Please note this list is meant to be inclusive of most major religious traditions (although certainly not comprehensive) and religious holidays have no official status at DU.

University policy grants students excused absences from class or other organized activities for observance of religious holy days, unless the accommodation would create an undue hardship. Faculty are asked to be responsive to requests when students contact them in advance to request such an excused absence. Students are responsible for completing assignments given during their absence, but should be given an opportunity to make up work missed because of religious observance.

Once a student has registered for a class, the student is expected to examine the course syllabus for potential conflicts with holy days and to notify the instructor by the end of the first week of classes of any conflicts that may require an absence (including any required additional preparation/travel time). The student is also expected to remind the faculty member in advance of the missed class, and to make arrangements in advance (with the faculty member) to make up any missed work or in-class material within a reasonable amount of time.

Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment due dates; releasing a graduate assistant from teaching or research responsibilities, etc. The student must be given the opportunity to do appropriate make-up work that is equivalent and intrinsically no more difficult than the original exam or assignment. Faculty should keep in mind that religion is a deeply personal and private matter and should make every attempt to respect the privacy of the student when making accommodations (for example, it is not appropriate to announce to the class that a student is doing a presentation or making up an exam at a later date because of their religious observance).

If a student and course instructor cannot agree on an accommodation, the student may bring the matter to the Department Chair for a decision. Additional resources in resolving disagreements over accommodations include the University Chaplain, the Center for Multicultural Excellence, and the Office of Diversity and Equal Opportunity. If there is still no agreement, the student may bring the matter to the school or college dean’s office, where a final decision will be made. Students who believe they have been discriminated against on the basis of religion by the denial of a requested religious accommodation may contact the Office of Diversity and Equal Opportunity to learn about filing a discrimination complaint.

Final Exams

Any final exam for a course must be scheduled during the final exam period. Each quarter, the Office of the Registrar posts the final exam schedule on its website at www.du.edu/registrar. Students must attend all final exams as scheduled by faculty. Students are expected to let their instructors know when they have more than one exam being held at the same time. The Office of the Registrar will attempt to resolve conflicts whenever possible. Final exams are not changed to accommodate student travel plans, and students should only plan travel after the official end date of the term.

Campus Weather Closures

Sometimes severe storms may create such a hazard that the University makes a decision to close and cancel operations for a period of time. Students can receive information about campus weather closures by registering for the Critical Incident Notification System (p. 812). The University of Denver homepage will also be updated to reflect a closure due to severe weather.

Internships After Completion of Coursework

Some students are required to do an internship as part of the degree requirements, but do not receive course credit while on internship status. These students, who have completed all other coursework, must register for internship credits.

Students should consult the Office of Financial Aid (http://www.du.edu/financialaid/graduate) to see if they are eligible for loans and loan deferment. Students who are not required to participate in an internship are not eligible.
Note: There are internship programs available to DU students for credit. General regulations governing loans and loan deferments apply. Contact the Office of Financial Aid (http://www.du.edu/financialaid/graduate) for further information.

Calendar and Term Definitions

Quarter Calendar

The academic calendar is divided into fall, winter and spring quarters and a summer session. Each quarter is approximately ten weeks long and summer session is nine weeks. There are four interterm sessions. Students may complete degree requirements through continuous enrollment, including summers, or may arrange the normal work of a three-quarter academic year in any desirable sequence of quarters and summer session.

Semester Calendar

The Sturm College of Law academic calendar is divided into autumn, spring and summer session. Each semester is approximately 15 weeks long. Students may complete requirements through continuous enrollment, including summers, or may arrange the normal work of a two-semester academic year in any desirable sequence of semesters.

University College Calendar

University College considers summer to be part of the academic year. The Summer Quarter is ten weeks long.

Summer Session

Summer session is an avenue for graduate students to accelerate their programs or complete necessary coursework. Elective and required courses are offered in a variety of time frames. Travel and other unique courses, including short, intensive workshops, are part of the summer program.

Visiting students, professionals and individuals from the community are admitted under an open enrollment policy.

Note: University College considers summer to be part of the academic year. The Summer Quarter is ten weeks long.

Interterm

Interterm is the time period prior to each academic quarter, during which short, on-campus and travel courses are offered. Hours completed in interterm are applied as credit toward graduation requirements. Students register for interterm classes through the Special Community Programs office.

Note: Some units may have specific requirements about the maximum number of interterm hours which may be applied toward the degree. Contact the unit for details.
Introduction
The University of Denver supports students called to active duty in the armed services by providing academic support, tuition relief and refunds, and for reinstatement of students whose documented service in the uniformed services has required their sudden withdrawal or prolonged absence from their enrollment at the institution. Included is service in the uniformed services whether voluntary or involuntary on active duty in the Armed Forces, including such service by a member of the National Guard or Reserve. When a University of Denver student is under call or ordered to active duty, the following provisions will apply.

Purpose
This guideline offers suggestions for ways in which academic and administrative units and faculty may assist students who are called to active military duty.

Student Responsibility
A University of Denver student who receives orders calling him/her to report for active military duty should provide a copy of those orders (including the date in which the orders were made and the “reporting date”) to the Coordinator of Military Programs in the Office of the Registrar. The Coordinator of Military Programs will provide a copy of the orders and written official leave of absence request (if applicable) to the Office of Graduate Studies or Office of Undergraduate Academic Resources and the Office of Financial Aid, if the student has a scholarship or other financial aid. The Coordinator of Military Programs will notify the faculty members in all courses in which the student is enrolled and will assist with arrangement of course completion options and a written official leave of absence (if needed). It is generally the student’s responsibility to work directly with faculty members to determine appropriate course completion options.

Note: Should the student not be capable of providing a copy of such orders to the Coordinator of Military Programs due to the immediacy of the military assignment, s/he must submit official orders, 1) upon return to school, or 2) while on duty. The University can only consider request for changes to grades or tuition charges with official military orders. The University will make appropriate changes to the student’s records once the official orders are submitted.

Course Completion Options
• Faculty are urged to work with a student who has received military orders to enable the student to complete the course work whenever it is reasonably feasible for the student to do so.
• If a student receives military orders for an extended period of time and it is highly likely that the student will miss most of the class sessions in the course, the student would be well advised to drop the course.
• If the student receives military orders late in the term, faculty members may offer the student the option of an incomplete if such an option is academically appropriate.

Other Academic Matters
• Service members and reservists who are temporarily unable to attend class or have to suspend their studies due to service requirements are allowed to re-enter a program provided that satisfactory academic progress is being made by the service members prior to suspending their studies. Students’ re-entry or re-admission to the University shall be governed by existing policies for re-entry or readmission.
• While graduate students are on a leave of absence due to military deployment, their time away from the University will not count as part of the time limit set for degree completion.

Administrative Matters
• A student who is forced by virtue of military orders to drop selected courses or withdraw from a term should receive a 100% refund of any tuition the student has paid for the courses dropped or withdrawn. Refunds of tuition and fees paid by financial aid or other third parties will be handled by the Bursar and the Office of Financial Aid so as not to disadvantage the student, but in accordance with applicable regulations.
• A student on financial aid who is forced by virtue of military orders to drop selected courses or withdraw from a term should not be penalized in terms of financial aid eligibility, making academic progress, or other financial aid criteria.
• If a student has arranged to attempt to complete a course and finds that the nature of the military service prevents the student from completing the course work, the student should notify the faculty member and the Coordinator of Military Programs and request their assistance in determining and implementing an appropriate course of action (e.g., requesting an incomplete, dropping the course, and written official leave of absence if needed).
• Room and board charges will be pro-rated based on the student’s official check-out date.
• For new students, an enrollment deposit is required to confirm their acceptance of the offer of admission. If a student is deployed to active duty military service before the beginning of the planned term of enrollment, the deposit will be refunded.
• A student can appeal any administrative decisions that result in his/her required participation in military orders by requesting the procedures for doing so from the Coordinator of Military Programs.
Immunizations and Health Insurance Requirements

Immunization Requirements

Colorado law (see Colorado Revised Statutes 25-4-901 to 909) and Colorado Department of Public Health & Environment regulations require all college and university students physically present on campus and enrolled for one or more classes to submit proof of immunization, as described below.

All new incoming students who were born on or after January 1, 1957 must have had two measles, two mumps, and one rubella doses, the first administered no earlier than four days before the first birthday and the second at least 28 calendar days after the first dose. Measles, mumps, and rubella (MMR) vaccine is not required for students born before January 1, 1957. In lieu of immunization, written evidence of laboratory tests showing immunity to measles, mumps, and rubella is acceptable.

Prior to the start of classes, students must submit the completed Certificate of Immunization form to the Health & Counseling Center. Students must submit proof of immunization before coming to campus. Students that fail to submit proof will not be allowed to register for classes.

In the event of a disease outbreak, those students who requested a medical, religious, or personal exemption from the immunization requirement will be withdrawn from classes until the outbreak is contained and will not be entitled to a refund of tuition for any missed time.

A downloadable form and instructions can be found on the Health & Counseling Center (http://www.du.edu/duhealth) website. Alternative records, such as a childhood records, may be acceptable upon review of the Health and Counseling Center staff. Please call 303-871-2205 for more information.

While meningitis vaccination is not required, studies have shown that college students are at increased risk of contracting this potentially life-threatening disease. For this reason, the Centers for Disease Control and Prevention and the American College Health Association strongly recommend that college students consider vaccination to reduce this risk. The State of Colorado requires all incoming students to complete a Meningococcal Information notice acknowledging that students or their parents/guardians are aware of the risks of meningitis.

Note: University College students are exempt from this requirement.

Health Insurance Requirements

DU requires that all traditional students carry adequate health insurance. The University defines adequate health insurance as having a $500,000 minimum coverage per condition or illness, an affordable deductible, co-pay and co-insurance, a prescription benefit and coverage as required by Federal and Colorado State laws including Affordable Care Act mandates.

In light of recent healthcare law changes, the Health and Counseling Center verifies health insurance policy information from students who waive the Student Health Insurance Plan. This verification process will begin during early summer. Students selected for waiver verification will be contacted and must submit a copy of their health insurance card in order to verify participation in adequate coverage.

Participation in DU’s health care program (which consists of paying the Health/Counseling Fee and purchasing Student Health Insurance Plan) allows students to receive medical and mental health care at our Health & Counseling Center for little or no out-of-pocket costs.

There are two procedures for enrolling in the student health insurance plan and the health and counseling fee:

1. For students registered for six or more quarter hours (eight or more if you are a Law student), the Student Health Insurance Plan and Health/Counseling fees are added to the tuition bill. An informational hold is automatically placed on the student’s account. To remove the hold students should visit myWeb (https://myweb.du.edu/mbw/tabwbvis.P_GenMenu?name=homepage) and accept or decline coverage. Students who will be receiving the GTA/GRA Health Insurance Scholarship should not decline coverage.

2. Degree seeking students carrying less than six credit hours (less than eight credit hours for Law students), enrolled in University College, or on Continuous Enrollment, will need to enroll for the Student Health Insurance Plan (SHIP) at the Health and Counseling Center. SHIP enrollment is available twice a year, once in the Fall and once in the Spring. The Health & Counseling Fee enrollment is available every quarter.

For more information regarding eligibility or enrollment in the Student Health Insurance Plan, please call 303-871-2205 or go to the Health and Counseling Center (http://www.du.edu/health-and-counseling-center) website.

Graduate Program Definitions

The University of Denver offers a range of graduate degree and certificate programs:

Graduate Degree Program

A graduate degree program is a combination of courses and related activities organized under the authority of a dean, the Associate Provost for Graduate Studies, Graduate Council, the Provost and the Board of Trustees for the attainment of broad educational objectives leading toward a post-baccalaureate degree.
In general, with the exception of students in the dual undergraduate-graduate program, graduate students must have earned a bachelor’s degree from a regionally accredited college or university before matriculation in a graduate program. However, with approval from the Associate Provost for Graduate Studies, students who have already earned a master’s degree, but not a bachelor’s degree, may in rare cases, matriculate without a bachelor’s degree.

**Formal Dual Degree**

A formal dual degree program links two master’s degrees or a master’s program with a JD program and leads to two degrees. The Graduate Council and the Associate Provost for Graduate Studies must approve all proposals for formal dual degree programs.

There are two types of formal dual degree programs. Type one incorporates two distinct disciplines where students complete two separate sets of core courses and cross-count electives. Type two incorporates two areas of study within one discipline where students can cross-count a common set of core courses and take separate sets of electives.

Dual degrees must be pursued concurrently, not consecutively. In order to meet this requirement, students interested in pursuing a dual degree must matriculate into the second program no later than the first term available following fifty percent (50%) course work completion of the first program.

Students should complete both degrees at the same time. However, students can receive the first degree as long as all original requirements and credits for the first degree have been met. They then have up to 18 months to complete the second degree. Students pursuing a dual degree with Sturm College of Law must complete all requirements for both degrees before the law degree can be awarded. Students will not be graduated and certified to take the bar examination unless both programs have been completed. Students must apply for graduation for both programs.

**Flexible Dual Degree**

Students may propose a flexible dual degree program that links two master’s degrees or a master’s degree and a JD degree.

Students must submit the proposal for the Flexible Dual Degree no later than one term prior to matriculation into the second degree.

Dual degrees must be pursued concurrently, not consecutively. In order to meet this requirement, students interested in pursuing a dual degree must matriculate into the second program no later than the first available term following fifty percent (50%) course work completion of the first program.

Students should complete both degrees at the same time. However, students can receive the first degree as long as all original requirements and credits for the first degree have been met. They then have up to 18 months to complete the second degree. Students pursuing a dual degree with Sturm College of Law must complete all requirements for both degrees before the law degree can be awarded. Students will not be graduated and certified to take the bar examination unless both programs have been completed. Students must apply for graduation for both programs.

Any significant changes to the approved program require the student to resubmit a revised proposal packet to the deans/chairs/directors and advisors of both programs and the Office of Graduate Studies.

**Proposing a Flexible Dual Degree**

To propose a flexible dual degree, the student must first apply to and be admitted by both programs, pay application fees and admissions deposits for both programs, and seek the counsel of an advisor in each program. Admission into each program does not take the place of filing a Flexible Dual Degree proposal nor guarantee approval of the proposal.

The dean, chair, or director of each degree program and both program advisors, must carefully compare the requirements for each program and approve the proposed curriculum. The student must then submit a copy of the original requirements for each degree (printout from the unit website or copy from the student handbook is acceptable), a detailed course plan showing all proposed courses, and the credit hours; a one to two page statement of the educational/career objectives stating the reasons for the specific course selection and which courses most clearly serve the educational and career goals of the student; and current official/unofficial transcript(s) showing any work already completed towards the proposed program and degrees.

The student then submits the documents listed above to the Office of Graduate Studies, which reviews and decides on the proposals. Proposals with errors or course/program inconsistencies will be returned for revision.

Once the proposal is approved, the student will be entered into the university computer system as a flexible dual degree student.

**Curriculum Structure**

Students may propose any flexible dual degree program that seems reasonable to them and their advisors for academic and career objectives. Only elective courses may be counted among the hours used for reduction or cross-counting.

All the core requirements of each program must be preserved and cannot be overlapped or waived. Credit reduction due to cross counting of elective courses will be limited to the following for each program as determined by the original number of credit hours required for each degree:

Required credit hours for degrees and flexible dual degree reduction allowed:
• 45-60 quarter hour degree program: Reduce or cross-count a maximum of 15 quarter hours for the one degree without outside transfer credit. The traditional maximum outside transfer credit allowed in this case would be 15 quarter hours. A reduction of 15 quarter hours from the original degree will be the maximum allowed when combining outside transfer hours and the cross counting of degree hours.
• 61-75 quarter hour degree program: Reduce or cross-count a maximum of 12 quarter hours for the one degree without outside transfer credit. The traditional maximum outside transfer credit allowed in this case would be 24 quarter hours. A reduction of 24 quarter hours from the original degree will be the maximum allowed when combining outside transfer hours and the cross counting of degree hours.
• 76-90 quarter hour degree program: Reduce or cross-count a maximum of 15 quarter hours for the one degree without outside transfer credit. The traditional maximum outside transfer credit allowed in this case would be 45 quarter hours. A reduction of 45 quarter hours will be the maximum allowed from the original degree when combining outside transfer hours and the cross counting of degree hours.

Note: Credits at the Sturm College of Law for a JD degree are calculated using semester hours: 1 semester hour equals 1.5 quarter hours. A 90 semester hour JD degree may only be reduced by a maximum of 10 semester hours for a total of 80 semester hours completed for the JD. (10 semester hours equals 15 quarter hours).

Non-Course Requirements

All non-course requirements must be fulfilled for both programs. If one of the non-course requirements of both intended programs is the writing and defense of a thesis, then (with prior approval from both departments) a combined thesis may be written as long as both departments are equally represented (from original proposal to completion) and so long as the most rigorous requirements are adhered to for completion and oral defense.

If a student decides to only complete one degree, s/he must inform the units, program advisors and the Office of Graduate Studies in writing of his/her intention to nullify the flexible dual degree proposal. The student must complete all the original requirements for the remaining degree in order to graduate.

Dual Undergraduate-Graduate Degree Programs

A Dual Undergraduate-Graduate Degree Program is an institutionally approved program (formerly known as a Three-Two or Four-One program) in which a DU undergraduate student begins taking classes toward a graduate degree program prior to earning a baccalaureate degree. Both degrees must be earned within five years of matriculation into the undergraduate degree program.

The programs may reduce a limited number of both undergraduate and graduate credit hours toward both degrees.

The amount of the credit hour reduction is variable across programs. To be admitted, a student’s academic progress must demonstrate that the requirements of the program can be completed in five years.

Undergraduates still need to meet all normal core, major, minor and total credit hour requirements of their respective majors and minors before receiving the undergraduate degree. Graduate coursework is usually taken during the undergraduate “senior” year. Students should be admitted to the dual undergraduate-graduate program before taking graduate courses since undergraduate students generally may not take graduate courses. Usually, no more than 30 hours of electives may be used in the senior year to begin the graduate/professional program. Only graduate credit may be counted for the graduate degree. The total number of credit hours required varies by department. All requirements of the graduate or professional program need to be completed before receiving the advanced degree.

• For students enrolled in a dual degree program, the University will award the undergraduate degree at the time it is earned.
• The University may continue to provide the same level of institutional financial aid for newly graduated dual degree students but now in the form of a graduate scholarship. The undergraduate level of aid will be provided for an additional year beyond the initial commitment of four years or until the bachelor’s degree is earned, whichever comes first. Once a dual degree student receives the undergraduate degree, funds formerly provided to them in the form of Pell grants, Federal Supplemental Opportunity Grants and Colorado State Grants will take the form of graduate scholarships. Not all dual degree students may be eligible for the graduate scholarship. Please contact the graduate academic program or the Office of Financial Aid for information.
• Upon completion of the undergraduate degree federal loan eligibility will actually increase for most students because of the higher graduate student borrowing maximum.
• A student who chooses not to continue on for the graduate degree may count the graduate courses, if approved as relevant by the advisor, toward the undergraduate degree. (Students should visit the appropriate college or school for opt-out options and requirements.)
• Students enrolled in the dual undergraduate-graduate program who have been awarded the BA/BS degree, completed all required coursework and are working on a thesis may be eligible to enroll in graduate continuous enrollment.

Dual Undergraduate-Graduate Admission and Records Procedures

The following must be followed consistently and accurately:

• Students are admitted to dual undergraduate-graduate degree programs by the graduate admission unit. The graduate unit follows all normal admission procedures and the student must meet all admission criteria for the graduate program other than receipt of the baccalaureate degree. Students should be admitted to the dual undergraduate-graduate program as early as practical for financial aid and other reasons. They must be
admitted to the dual undergraduate-graduate program no later than the end of their tenth full-time quarter of the undergraduate degree (i.e., by the first quarter of the senior year).

- The effective term for admission should be the term in which the student is permitted to take graduate courses. For example, if the student’s senior year begins in the fall and the student meets admission criteria and may begin taking graduate courses in the subsequent spring term, the admission term should be that spring.
- Graduate units are responsible for assuring that the student information is accurate.

**Note:** A student who receives a bachelor’s degree and was not previously enrolled in a dual undergraduate-graduate program is not eligible to return and enroll in a graduate program and reduce the number of credit hours for the graduate degree.

**DU-Illiff Joint PhD Program**

The University of Denver (Colorado Seminary) and the Iliff School of Theology jointly administer a program leading to the doctor of philosophy in religious and theological studies.

Joint PhD students maintain student status and have access to resources in both co-sponsoring institutions. Students in the Joint PhD program should be referred to as “DU/Illiff Joint PhD Students” and not primarily as either Iliff or DU students.

Students in the Joint PhD program are expected to know the specific policies, procedures, and requirements for both the University of Denver and the Iliff School of Theology.

**Certificate Programs**

A certificate program provides a set of learning experiences concentrated in a specific set of educational goals.

Certificate programs may grant Continuing Education Units (CEUs), or they may include non-credit offerings. Most certificates require a minimum of 18 quarter credit hours. Credit hours that have already been counted for a previous degree that has been awarded cannot count towards granting a certificate. Contact the unit for details.

**Concurrent Candidacies**

Concurrent candidacies occur when students are enrolled in two programs concurrently.

Admission and program requirements must be fulfilled for each program. There will be no reduction in the number of credit hours required for either degree.

At the time of admission, the student submits written approval from each unit allowing enrollment in two programs simultaneously.

**Transfer of Credit for Graduate Degrees**

**Transfer of Credit Criteria**

- The student must initiate in writing the request for transfer of credit through the program of study and is responsible for seeing that the transfer of credit is requested prior to the beginning of the first term but not later than the end of the first term. Transfer credit requests for course work taken from another institution during DU’s program of study needs to be submitted in the returning quarter and no later than the preceding term in which the student wishes to graduate.
- The student is responsible for seeing that the transfer of credit is posted on his/her DU transcript and the department, appropriate student services office of the college, school, or department and the Office of Graduate Studies have approved the request.
- Graduate coursework and credit hours already applied toward a degree received from DU or another institution cannot be accepted as transfer credit towards another graduate degree of the same level or less. Graduate credit earned and not applied towards a degree may be eligible for transfer of credit to a DU degree.
- An official transcript must be on file in the Registrar’s office.
- The transfer credit must have been earned as graduate credit at a regionally accredited institution offering a graduate degree program in a similar field for which the student is currently seeking a degree. Transfer credit is approved on a course-by-course basis (unless it is a blanket transfer of credit hours for a doctoral program from a previously earned master’s degree).
- The credit must have been earned within a five-year period preceding the request for transfer of individual courses. Exceptions to this regulation may be made only by petition with specific justification by the college, school or department to the Associate Provost for Graduate Studies.
- Coursework with a “B-” grade may be requested to be transferred, providing the average of all graduate transfer coursework is “B” or better. If only one course is to be transferred, the grade must be “B” or better (a grade of “B-” or lower is unacceptable).
- Courses taken on a pass/fail basis are not acceptable for transfer, unless the instructor provides a class syllabus and the student provides proof from the institution that a “Pass” is equivalent to a “B” or better.
- Transfer credit is not included in the computation of the grade point average for the current degree.
Coursework Taken Prior to Enrollment at DU

Credits earned prior to enrollment in a degree program at DU may be transferred to meet degree requirements at DU in accordance with the transfer of credit policy and for students entering DU without a previous graduate degree OR students entering a DU doctoral program with a master’s degree, the request for the transfer must be made prior to or during the first quarter of attendance as a DU degree-seeking student.

Coursework Taken After Enrollment at DU

If the credit to be transferred is earned while the student is already enrolled in a degree program at DU, students may transfer graduate credit earned from a regionally accredited institution to meet degree requirements at DU in accordance with the transfer of credit policy and:

- The student must initiate in writing a request for approval of outside coursework, prior to enrolling in the course. The written request, submitted to the college, school or department, should include the name of the institution where the course will be taken, the course title, number of credit hours, course description, and the student’s reasons for requesting outside credit.

Transfer of Credit for a Master’s Programs

Transfer credit toward a 45-credit hour master’s degree is generally limited to 10 quarter hours, but some programs may have more restrictive limits. Some master’s degree programs that require more than 45 credits may allow more than 10 credits to be transferred toward the degree. Contact the unit for details.

Transfer of Credit for a Doctoral Programs

With approval from the student’s advisor and the chairperson of the department, doctoral students may reduce the required hours for a doctoral degree by up to 45 hours with an earned master’s degree from a regionally accredited university.

The student must initiate in writing the request for posting the master’s degree through the program of study and is responsible for seeing that the department, appropriate student services office of the college, school, or department and the Office of Graduate Studies have approved the request.

An official transcript must be on file in the Registrar’s office and must demonstrate that the student earned a “B” average or better in his/her master’s degree program.

The student’s DU academic department must fill out the Transfer of Credit form and provide a statement that the student’s master’s degree is appropriate and adequate background for the doctoral degree being sought.

15 additional quarter hours may be allowed to be transferred provided the credits have been earned after the master’s degree was awarded and it does not conflict with the doctoral residency requirement that requires enrollment at DU in at least six quarters (four semesters), including at least two consecutive quarters (one semester) of full-time attendance.

Note: Some graduate programs may have more stringent policies regarding transfer credit. Contact the unit for details.

Exceptions:

- Morgridge College of Education: Students must complete 90 quarter hours in addition to a master’s degree for the doctoral program.
- English: Students must complete 90 quarter hours in addition to a master’s degree for the doctoral program.
- GSSW: An MSW (or equivalent) plus 75 credits are required for completion of the PhD program in Social Work. The MSSW and MSSA are equivalent to the MSW.
Graduate Program Definitions

The University of Denver offers a range of graduate degree and certificate programs:

Graduate Degree Program

A graduate degree program is a combination of courses and related activities organized under the authority of a dean, the Associate Provost for Graduate Studies, Graduate Council, the Provost and the Board of Trustees for the attainment of broad educational objectives leading toward a post-baccalaureate degree.

In general, with the exception of students in the dual undergraduate-graduate program, graduate students must have earned a bachelor’s degree from a regionally accredited college or university before matriculation in a graduate program. However, with approval from the Associate Provost for Graduate Studies, students who have already earned a master’s degree, but not a bachelor’s degree, may in rare cases, matriculate without a bachelor’s degree.

Formal Dual Degree Programs

A formal dual degree program links two master’s degrees or a master’s program with a JD program and leads to two degrees. The Graduate Council and the Associate Provost for Graduate Studies must approve all proposals for formal dual degree programs.

There are two types of formal dual degree programs. Type one incorporates two distinct disciplines where students complete two separate sets of core courses and cross-count electives. Type two incorporates two areas of study within one discipline where students can cross-count a common set of core courses and take separate sets of electives.

Dual degrees must be pursued concurrently, not consecutively. In order to meet this requirement, students interested in pursuing a dual degree must matriculate into the second program no later than the first term available following fifty percent (50%) course work completion of the first program.

Students should complete both degrees at the same time. However, students can receive the first degree as long as all original requirements and credits for the first degree have been met. They then have up to 18 months to complete the second degree. Students pursuing a dual degree with Sturm College of Law must complete all requirements for both degrees before the law degree can be awarded. Students will not be graduated and certified to take the bar examination unless both programs have been completed. Students must apply for graduation for both programs.

With fully developed and approved curricula, these programs are available to graduate students who are admitted to both schools and submit the Dual Degree Approval Form (http://www.du.edu/media/documents/graduates/dual_degree_form.pdf) during the program’s first term. For program details, please contact the school, college or department.

Flexible Dual Degree Programs

Students may propose a flexible dual degree program that links two master’s degrees or a master’s degree and a JD degree.

Students must submit the proposal for the flexible dual degree no later than one term prior to matriculation into the second degree.

Dual degrees must be pursued concurrently, not consecutively. In order to meet this requirement, students interested in pursuing a dual degree must matriculate into the second program no later than the first term available following fifty percent (50%) course work completion of the first program.

Students should complete both degrees at the same time. However, students can receive the first degree as long as all original requirements and credits for the first degree have been met. They then have up to 18 months to complete the second degree. Students pursuing a dual degree with Sturm College of Law must complete all requirements for both degrees before the law degree can be awarded. Students will not be graduated and certified to take the bar examination unless both programs have been completed. Students must apply for graduation for both programs.

Any significant changes to the approved program require the student to resubmit a revised proposal packet to the deans/chairs/directors and advisors of both programs and the Office of Graduate Studies.

Proposing a Flexible Dual Degree

To propose a flexible dual degree, the student must first apply to and be admitted by both programs, pay application fees and admissions deposits for both programs, and seek the counsel of an advisor in each program. Admission into each program does not take the place of filing a Flexible Dual Degree proposal (http://www.du.edu/media/documents/graduates/flexdual.pdf) nor guarantee approval of the proposal.

The dean, chair, or director of each degree program and both program advisors, must carefully compare the requirements for each program and approve the proposed curriculum. The student must then submit a copy of the original requirements for each degree (printout from the unit website or copy from the student handbook is acceptable), a detailed course plan showing all proposed courses, and the credit hours; a one to two-page statement of the educational/career objectives stating the reasons for the specific course selection and which courses most clearly serve the educational and career goals of the student; and current official/unofficial transcript(s) showing any work already completed towards the proposed program and degrees.
The student then submits the documents listed above to the Office of Graduate Studies, which reviews and decides on the proposals. Proposals with errors or course/program inconsistencies will be returned for revision.

Once the proposal is approved, the student will be entered into the University computer system as a flexible dual degree student.

**Curriculum Structure**

Students may propose any flexible dual degree program that seems reasonable to them and their advisors for academic and career objectives. Only elective courses may be counted among the hours used for reduction or cross-counting.

All the core requirements of each program must be preserved and cannot be overlapped or waived. Credit reduction due to cross counting of elective courses will be limited to the following for each program as determined by the original number of credit hours required for each degree.

**Required credit hours for degrees and flexible dual degree reduction allowed:**

- 45-60 quarter hour degree program: Reduce or cross-count a maximum of 10 quarter hours for the one degree without outside transfer credit. The traditional maximum outside transfer credit allowed in this case would be 10 quarter hours. A reduction of 15 quarter hours from the original 42 degree will be the maximum allowed when combining outside transfer hours and the cross counting of degree hours.

- 61-75 quarter hour degree program: Reduce or cross-count a maximum of 12 quarter hours for the one degree without outside transfer credit. The traditional maximum outside transfer credit allowed in this case would be 22 quarter hours. A reduction of 25 quarter hours from the original degree will be the maximum allowed when combining outside transfer hours and the cross counting of degree hours.

- 76-90 quarter hour degree program: Reduce or cross-count a maximum of 15 quarter hours for the one degree without outside transfer credit. The traditional maximum outside transfer credit allowed in this case would be 45 quarter hours. A reduction of 45 quarter hours will be the maximum allowed from the original degree when combining outside transfer hours and the cross counting of degree hours.

Note: Credits at the Sturm College of Law for a JD degree are calculated using semester hours: 1 semester hour equals 1.5 quarter hours. A 90 semester hour JD degree may only be reduced by a maximum of 10 semester hours for a total of 80 semester hours completed for the JD (10 semester hours equals 15 quarter hours).

**Non-Course Requirements**

All non-course requirements must be fulfilled for both programs. If one of the non-course requirements of both intended programs is the writing and defense of a thesis, then (with prior approval from both departments) a combined thesis may be written as long as both departments are equally represented (from original proposal to completion) and so long as the most rigorous requirements are adhered to for completion and oral defense.

Students who decide to only complete one degree must inform the units, program advisors and the Office of Graduate Studies in writing of their intention to nullify the flexible dual degree proposal. Students must complete all the original requirements for the remaining degree in order to graduate.

**Dual Undergraduate-Graduate Degree Programs**

A Dual Undergraduate-Graduate Degree Program is an institutionally approved program in which a DU undergraduate student begins taking classes toward a graduate degree program prior to earning a baccalaureate degree. Both degrees must be earned within five years of matriculation into the undergraduate degree program. Students pursuing a dual degree with a Juris Doctorate must earn both degrees within six years.

The programs may reduce a limited number of both undergraduate and graduate credit hours toward both degrees.

The amount of the credit hour reduction is variable across programs. To be admitted, a student’s academic progress must demonstrate that the requirements of the program can be completed within the set time-frame.

Undergraduates still need to meet all normal core, major, minor and total credit hour requirements of their respective majors and minors before receiving the undergraduate degree. Graduate coursework is usually taken during the undergraduate “senior” year. Students should be admitted to the dual undergraduate-graduate program before taking graduate courses since undergraduate students generally may not take graduate courses. Usually, no more than 30 hours of electives may be used in the senior year to begin the graduate/professional program. Only graduate credit may be counted for the graduate degree. The total number of credit hours required varies by department. All requirements of the graduate or professional program need to be completed before receiving the advanced degree.

- For students enrolled in a dual degree program, the University will award the undergraduate degree at the time it is earned.

- As a dual-degree student, you are considered an undergraduate until you have fulfilled your undergraduate degree requirements, and should file your FAFSA (http://www.fafsa.ed.gov) and CSS PROFILE (https://profileonline.collegeboard.com/prf) as an undergrad. Once you complete your undergraduate degree requirements, you are considered a graduate student. Federal loan eligibility will increase for most students because of the higher graduate student borrowing maximum and scholarship merit based aid will be decided and awarded by their graduate unit. If you have specific questions about how your financial aid may be affected, please contact the graduate academic program or the Office of Financial Aid for information. Dual undergraduate-graduate students who matriculated into the undergraduate degree 2012 and earlier will continue to receive the
undergraduate financial aid award level in the 5th year. In addition, Boettcher and Daniels Fund scholars in a dual undergraduate-graduate degree will continue to receive the undergraduate financial aid award level in the 5th year.

- Upon completion of the undergraduate degree federal loan eligibility will actually increase for most students because of the higher graduate student borrowing maximum.

- A student who chooses not to continue on for the graduate degree may count the graduate courses, if approved as relevant by the advisor, toward the undergraduate degree. (Students should visit the appropriate college or school for opt-out options and requirements).

- Students enrolled in the dual undergraduate-graduate program who have been awarded the BA/BS degree, completed all required coursework and are working on a thesis may be eligible to enroll in graduate continuous enrollment.

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- The effective term for admission should be the term in which the student is permitted to take graduate courses. For example, if the student’s senior year begins in the fall and the student meets admission criteria and may begin taking graduate courses in the subsequent spring term, the admission term should be that spring.

- Graduate units are responsible for assuring that the student information is accurate.

*Note:* A student who receives a bachelor’s degree and was not previously enrolled in a dual undergraduate-graduate program is not eligible to return and enroll in a graduate program and reduce the number of credit hours for the graduate degree.

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Students in the Joint PhD program are expected to know the specific policies, procedures, and requirements for both the University of Denver and the Iliff School of Theology.

**Certificate Programs**

A certificate program provides a set of learning experiences concentrated in a specific set of educational goals.

Certificate programs may grant Continuing Education Units (CEUs), or they may include non-credit offerings. Most certificates require a minimum of 18 quarter credit hours. Credit hours that have already been counted for a previous degree that has been awarded cannot count towards granting a certificate. Contact the unit for details.

**Concurrent Candidacies**

Concurrent candidacies occur when students are enrolled in two programs concurrently.

Admission and program requirements must be fulfilled for each program. There will be no reduction in the number of credit hours required for either degree.

At the time of admission, the student submits written approval from each unit allowing enrollment in two programs simultaneously.
Master's Degree Requirements

Delve deeper into your chosen field of study through DU’s 14 nationally acclaimed graduate schools and colleges. Each offers a wide range of innovative degree programs that are structured to equip you with precisely the skills and expertise you need. You’ll complete your degree ready to confront challenges and pursue opportunities that will promote progress—and create positive change.

Requirements

Credit Requirements

The range of approved graduate credits required for a master’s degree is 45-92 quarter hours. A minimum of 35 hours of graduate credit must be earned at the University of Denver.

Advanced degrees are not awarded automatically on completion of the required number of courses or hours of credit.

Students enrolled in a graduate program should not take courses towards another degree program unless they have been accepted into the second program, and no more than 15 quarter hours of credit may be earned at the University of Denver and applied towards a degree program before acceptance into that degree program. Advanced degrees are not awarded automatically on completion of the required number of courses or hours of credit.

Residency Requirements

Enrollment as a graduate student in the University of Denver for at least three quarters (two semesters) is required for graduation.

Tool Requirements

Candidates may be required to demonstrate proficiency in the required tools for research and advanced study.

Where required, tool requirements are determined by the candidate’s advisor and program and may include one or more languages, statistical methods, laboratory or other research skills. Consult the college, school or department for requirement details.

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 his/her 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, completion of tool (if required) 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 constitutes Advancement to Candidacy.

Notes: Some units may require satisfactory completion of a qualifying examination for Advancement to Candidacy. Consult the academic unit for information regarding requirements.

Final Examination

The requirement of a final examination for the master’s degree is in accordance with the requirements of the candidate’s college, school or department. Where required, the examination may be oral or written or both. The examination may focus on overall course content or it may be the final step in the defense of a thesis.

Additional Master’s Degree Requirements

In addition to coursework, most master’s degree programs require a creative project, internship or practicum, oral comprehensive examination and/or major paper or thesis. Typically such projects are managed within the unit or program. In units requiring a thesis, a master’s thesis oral defense committee must be established and a Thesis/Dissertation Oral Defense Committee Recommendation form must be submitted to the Office of Graduate Studies after the proposal has been approved and no later than the first day of the term in which the student expects to complete his/her degree.

Master’s Thesis

The master’s thesis represents the culminating research of the master’s degree program. It is a scholarly presentation of original research that is defended as partial fulfillment of requirements for the master’s degree. Students should consult the Office of Graduate Studies for instruction regarding how to prepare and format the thesis.
Program-level Thesis Proposal Committee

All candidates for the master’s degree must have a thesis director who is a tenured or tenure-track faculty member in the student’s graduate program. The program may require that thesis proposals be approved by or defended before a committee within the department or program, which may reserve the right to determine the composition of the thesis proposal committee. However, only those faculty who meet the following University requirements may serve as voting members of the oral defense committee.

Master’s Thesis Oral Defense Committee

The master’s candidate’s thesis oral defense committee is recommended by the school or program and approved by the Associate Provost for Graduate Studies. The Thesis/Dissertation Oral Defense Committee Recommendation form should be submitted to the Office of Graduate Studies as soon as the thesis proposal has been approved or defended but no later than the first day of the quarter in which the student expects to complete his/her degree.

Composition

The committee is composed of a minimum of three and a maximum of five members. Minimally two are voting members, including the thesis director. The chair of the committee is a non-voting member and must be from a department, school or college other than that of the candidate. All voting members of the committee must be full-time appointed faculty at DU and have research records appropriate to the student’s area of specialization.

Faculty from appropriately related programs who hold the terminal degree in their field may serve on the committee as long as the candidate’s graduate program has the majority representation and a majority of the members hold the earned doctorate. When a master’s degree is interdisciplinary, faculty representation from all disciplines must be reflected on the committee.

Oral Defense Committee Chair

The committee member from outside of the student’s graduate department represents the Associate Provost for Graduate Studies and serves as chair of the oral defense committee. The oral defense committee chair must be a tenured or tenure-track member of the DU faculty.

It is the responsibility of the student to find an appropriate oral defense committee chair to serve who meets these requirements.

Thesis Director

The thesis director must be a tenured or tenure-track member of the candidate’s graduate program. It is the thesis director’s responsibility to ensure that the student’s research meets appropriate academic standards for the discipline in which the degree is being conferred.

Special Members

In rare occasions, students may request to add an adjunct faculty member, post-doctoral appointee, a professor from another institution, or another qualified person—including someone without a doctorate but with other appropriate qualifications—as a special committee member. A special member may not be considered a substitute for one who meets the University requirements; rather, the special member should be considered as an addition to the core committee.

Students also may request that a non-tenure track, full-time appointed DU faculty member serve as committee chair.

These requests must be supported by a strong rationale, have the support of the student’s program and be approved by the Associate Provost for Graduate Studies. The request must include a statement of rationale, the proposed special member’s CV, and the Thesis/Dissertation Oral Defense Committee Recommendation form.

Program-specific Requirements

Schools and departments reserve the right to establish requirements that are more restrictive than the minimal University standards. It is the student’s responsibility to determine whether or not the unit has requirements in addition to University policy and the program’s responsibility to ensure that those requirements have been met before submitting the committee recommendation form to the Office of Graduate Studies.

Master’s Thesis Oral Defense

The candidate’s oral defense committee conducts the oral defense of the master’s thesis. The defense must be held at least three weeks before the end of the quarter in which the degree is to be granted.

All members of the defense committee must receive a copy of the candidate’s thesis at least two weeks prior to the scheduled defense.

The defense is expected to be held with the student present in person at DU, unless emergency circumstances make it impossible for the student to be physically present. Permission to hold a defense with the student participating by conference call, webcast or other medium should be obtained by petitioning the Associate Provost for Graduate Studies. Petitions for faculty members to participate by conference call or other medium are not required.
Scheduling and Verification of the Oral Defense

The student must make arrangements for appointing the defense committee and for the date and time of the oral defense with the thesis director. Students must submit a completed Schedule of Oral Defense form to the appropriate student services office and their academic program no later than four weeks prior to the date of the defense.

On the form, the candidate will designate the oral defense committee chair, the thesis director and all other members of the oral defense committee. After the form has been submitted, the Office of Graduate Studies will verify that all members meet the minimum University requirements.

Responsibilities of Oral Defense Committee Chair

As a representative of the Associate Provost for Graduate Studies, the chair of the oral defense committee must be a tenured or tenure-track faculty member of the University of Denver from a different department or discipline than that of the candidate.

The role of the chair is to provide a non-specialist’s perspective on the quality of the thesis. The chair must be familiar with the standards for doctoral research and should have some general knowledge of the topic of the student’s thesis. The chair is expected to have read the thesis prior to the examination and to participate in the examination as the individual’s academic expertise permits, but the chair does not vote on the committee.

 Conducting the Defense

The oral defense committee chair will preside over and manage the defense process. The chair is responsible for making certain that the defense is conducted in a professional manner and that the student has a fair opportunity to defend the thesis. The chair is expected to provide opportunities for each voting member of the oral defense committee to participate in the defense and to ensure that the examination is of high quality while remaining within proper limits of inquiry. Interested faculty members, and in accordance with departmental policy, currently enrolled graduate students also may attend the oral defense. After the oral defense committee has conducted the essential examination of the candidate, questions may be asked by others present if pertinent and appropriate as determined by the defense committee.

When the defense is completed, the chair will request that the candidate and all other persons not on the defense committee leave the room and will call for a motion to pass or fail the candidate. A recommendation to pass can have no more than one negative vote from members of the committee. If the motion is a recommendation to pass, the committee must then agree on the conditions of the recommendation as follows:

- **Pass with no revisions** means that only grammatical, labeling or numbering changes are required. Only a limited number of sentence additions or deletions should be necessary.
- **Pass with minor revisions** indicates that the candidate will be required to reorganize portions of the manuscript and change some of the content.
- **Pass with major revisions** means that a complete chapter or chapters must be rewritten, additional tables are required and interpreted, or the general format must be changed. Responsibility for seeing that needed revisions are made rests with the thesis director, but committee members also may require their approval before final submission.
- **Fail** indicates that the thesis content is not of acceptable quality or that the candidate cannot defend the research. In most cases, failing the defense results in the rejection of the student’s thesis and a new or related study usually will need to be undertaken.

A candidate who fails the oral defense may petition to the oral defense committee for a maximum of one re-defense. If granted, the re-defense must be scheduled through the Office of Graduate Studies and must occur within normal timelines.

The Result of Oral Defense form must be signed by all committee members and returned immediately to the Office of Graduate Studies. All signatures must be original. In rare occasions, when a committee member participates remotely, a faxed or scanned signature will be accepted.

**Note:** Other units may have more specific requirements regarding the committee. Contact the unit for details.

Completing the Degree

Time Limit for Completion of the Degree

Master’s degree candidates are expected to complete degree requirements within five years of beginning their programs, as measured by the matriculation into the degree program.

Failure to complete the degree within the established time limits will result in termination unless the student successfully petitions for an extension to the Associate Provost for Graduate Studies. The college, school, or department and the student’s advisor must recommend this extension. If it is not approved, the student will be terminated from the program. Students may petition for an extension of time for a minimum of one quarter and up to a maximum of one year per request. For more information, see Exceptions regarding extensions of time.

**Note:** GSSW: The MSW must be completed in four years. The Ed.S must be completed in six years.
Final Procedures for Earning the Master’s Degree

The student must assume full responsibility for meeting all basic requirements for the degree as well as the specific requirements outlined by the college, school or department. The student must complete the following:

• Apply for graduation by the deadline. Failure to complete the degree during the expected graduation term may require a new application and payment of a fee for additional evaluation and services.

• If the graduate program requires one, arrange for an oral defense of the thesis. The Office of Graduate Studies should approve the oral defense committee as soon as the thesis proposal has been approved or defended but no later than the first day of the quarter in which the student expects to complete the degree. Formal notification of the oral defense should be filed in the Office of Graduate Studies no later than four weeks before the defense date and in accordance with the University schedule of deadlines when graduation candidacy is in the same quarter as the defense.

• Complete any required final defense, oral or written or both, at least three weeks before the end of the quarter in which the degree is awarded.

• All Incomplete grades must be removed at least three weeks before the end of the term in which the degree is to be awarded.

• Submit electronic copy of thesis to ProQuest and have faculty approval page turned in to the Office of Graduate Studies two weeks prior to the end of the quarter. The student should contact the Office of Graduate Studies for the schedule of deadlines and obtain specific instructions for the preparation of the thesis format.

• If revisions are such that the thesis in its final form cannot be filed at least two weeks before the end of the quarter, the awarding of degrees will be postponed.

Notes: Students in Dual or Flexible Dual Degree programs must file an application for graduation for both degree programs.

Individual academic units may have more stringent policies. Contact the unit for details.
Doctoral Degree

The doctorate is the highest degree offered by the University. It is conferred on students who successfully complete those requirements that the faculty of the college, school or department have prescribed as the criteria for determining the general proficiency and specialized competence of the candidate in his/her chosen field. Total achievement, within the framework of certain accepted standards and uniform course requirements, constitutes the major consideration in awarding the doctorate. Each candidate's program is planned and carried out under the supervision of the program advisor and committee in accordance with requirements approved by departments, and with regard for the individual nature of the student's objectives.

Requirements

Credit Requirements

The approved range of graduate credit for the doctoral degree is 90-142 quarter credit hours beyond the bachelor's degree. However, some colleges, schools and departments may have different requirements; consult the specific graduate program for details.

Students enrolled in a graduate program should not take courses towards another degree program unless s/he has been accepted into the second program, and no more than 15 quarter hours of credit may be earned at the University of Denver and applied towards a degree program before acceptance into that degree program. Advanced degrees are not awarded automatically on completion of the required number of courses or hours of credit.

Residency Requirements

Enrollment in at least six quarters (four semesters), including at least two consecutive quarters (one semester) of full-time attendance is required for graduation.

Advising

Responsibility for securing approval of a proposed program of study rests with the student. Consultation with the advisor at regular intervals is essential to satisfactory planning and progress toward a degree. The requirements outlined in the college, school, or departmental summaries serve as a guide to program planning and are subject to specific determination in consultation with program advisors, and the student must assume full responsibility for meeting basic requirements and deadlines, as well as the specific requirements outlined by the program advisor.

Research Tool Requirements

Candidates may be required to demonstrate proficiency in the required tools for research and advanced study.

Where required, tool requirements are determined by the candidate's advisor and committee, and may include one or more languages, statistical methods, laboratory or other research skills. Consult the college, school or department for requirement details.

Advancement to Preliminary Candidacy

The minimum requirements for advancement to preliminary candidacy include: formulation and approval of candidate's general plan of study, achievement of regular status, a minimum grade point average of 3.0 in all work completed to that point, posting of any transfer credit to the candidate's record and planning of tool requirements.

During or immediately after the first full quarter of doctoral study (normally the first post-Master's quarter), students should arrange with their college, school, or department for an evaluation of status so they may be recommended for advancement to preliminary candidacy.

Note: Advancement to preliminary candidacy may also require satisfactory completion of entrance qualifying examination, if required by the program. Consult the college, school or department for more details.

Comprehensive/Competency Examination

This examination is either a written or an oral test designed to evaluate the student's work in the major and related fields. The examination is scheduled at least three quarters (two semesters) prior to graduation. A candidate who fails one or all parts of the examination may petition the college, school or department for re-examination. If granted, a re-examination may not be scheduled until the following quarter.

It is generally expected that students will complete the comprehensive exam prior to defending the dissertation proposal. Students should consult with their unit regarding the timing of the comprehensive exams and the proposal defense.
The Doctoral Dissertation

The dissertation represents the culminating research experience for doctorate of philosophy students through which degree candidates are expected to complete quality original scholarship that contributes to the theoretical/research knowledge base of the candidate’s field of study. The college, school or department determines the amount of credit allowed for research and work on the dissertation.

The Graduate School of Professional Psychology requires their doctorate of psychology candidates to complete a doctoral paper instead of a dissertation.

The Morgridge College of Education requires their doctorate of education candidates to complete a doctoral paper instead of a dissertation.

Program-Level Dissertation Proposal Committee

All candidates for the doctorate of philosophy degree must have a dissertation director who is a tenured or tenure-track faculty member in the student’s graduate program. Programs may require that dissertation proposals be approved by or defended before a committee within the department. Programs reserve the right to determine the composition of the dissertation proposal committee. However, only those who meet the following University requirements may serve as voting members of the oral defense committee.

Doctoral Dissertation Oral Defense Committee

The doctoral candidate’s dissertation oral defense committee is recommended by the school or department and approved by the Associate Provost for Graduate Studies. The Thesis/Dissertation Oral Defense Committee Recommendation form should be submitted to the Office of Graduate Studies as soon as the dissertation proposal has been approved or defended but no later than the first day of the quarter in which the student expects to complete the degree.

Composition

The committee is composed of a minimum of four and a maximum of seven members. Minimally three are voting members, including the dissertation director. The chair of the oral defense committee is a non-voting member and must be from a department, school, or college other than that of the candidate. All voting members of the committee must be full-time appointed faculty at DU and have research records appropriate to the student’s area of specialization.

Faculty from appropriately related programs who hold the terminal degree in their field may serve on the committee as long as the candidate’s graduate program has the majority representation and a two-thirds majority of the members, excluding the director, hold the earned doctorate.

When a doctoral degree is interdisciplinary, faculty representation from all disciplines must be reflected on the committee.

Oral Defense Committee Chair

The committee member from outside the student’s graduate department represents the Associate Provost for Graduate Studies and serves as chair of the oral defense committee. The oral defense committee chair must be a tenured member of the DU faculty and must hold an earned doctorate from an accredited institution.

It is the responsibility of the student to find an appropriate oral defense committee chair to serve who meets these requirements.

Note: Students in the DU-Iliff Joint PhD Program may have an Outside Chair from the Iliff School of Theology, but that faculty member must be outside of the Iliff concentration field in which the student is enrolled.

Dissertation Director

The dissertation director must be a tenured or tenure-track member of the candidate’s graduate program. It is the dissertation director’s responsibility to ensure that the student’s research meets appropriate academic standards for the discipline in which the degree is being conferred.

Special Members

In rare occasions, students may request to add an adjunct faculty member, post-doctoral appointee, a professor from another institution, or another qualified person—including someone without a doctorate but with other appropriate qualifications—as a special committee member. A special member may not be considered a substitute for one who meets the University requirements; rather, the special member should be considered as an addition to the core committee.

Students also may request that a non-tenure track, full-time appointed DU faculty member serve as committee chair.

These requests must be supported by a strong rationale, have the support of the student’s program and be approved by the Associate Provost for Graduate Studies. The request must include: a statement of rationale, the proposed special member’s CV and Thesis/Dissertation Oral Defense Committee Recommendation form.
Unit-Specific Requirements

Schools and departments reserve the right to establish requirements that are stricter than the minimal University standards. It is the student’s responsibility to determine whether or not the unit has requirements in addition to University policy and the unit’s responsibility to ensure that those requirements have been met before submitting the committee proposal form to the Office of Graduate Studies.

Doctoral Dissertation Oral Defense

An oral defense of the dissertation is required and is conducted by the candidate’s oral defense committee. The defense is concerned primarily with the dissertation or research project but also may include such other information in the major field, as the committee deems pertinent. The defense must be held at least three weeks before the end of the quarter in which the degree is to be granted. All members of the defense committee must receive a copy of the candidate’s dissertation at least two weeks prior to the scheduled defense.

The defense is expected to be held with the student present in person at DU unless emergency circumstances make it impossible for the student to be physically present. Permission to hold a defense with the student participating by conference call, webcast or other medium should be obtained by petitioning the Associate Provost for Graduate Studies. Petitions for faculty members to participate by conference call or other medium are not required.

Scheduling and Verification of the Oral Defense

The student must make arrangements for appointing the defense committee and for the date and time of the oral defense with the college, school or departmental director. Students must submit a completed Schedule of Oral Defense form to the appropriate student services office and their academic unit no later than three weeks prior to the date of the defense.

On the form, the candidate will designate the oral defense committee chair, the dissertation director and all other members of the oral defense committee. After the form has been submitted, the Office of Graduate Studies will verify that all members meet the minimum University requirements.

Responsibilities of Oral Defense Committee Chair

As a representative of the Associate Provost for Graduate Studies, the chair of the oral defense committee must hold an earned doctorate from an accredited institution and must be a tenured faculty member of the University of Denver from a different department, or discipline than that of the candidate.

The role of the chair is to provide a non-specialist’s perspective on the quality of the dissertation. The chair must be familiar with the standards for doctoral research and should have some general knowledge of the topic of the student’s dissertation. The chair is expected to have read the dissertation prior to the defense and to participate in the defense as his/her academic expertise permits, but the chair does not vote on the committee.

Conducting the Defense

The oral defense committee chair will preside over and manage the defense process. The chair is responsible for making certain that the defense is conducted in a professional manner and that the student has a fair opportunity to defend the dissertation. The chair is expected to provide opportunities for each voting member of the oral defense committee to participate in the defense and to ensure that the defense is of high quality while remaining within proper limits of inquiry. Interested faculty members, and in accordance with departmental policy, currently enrolled graduate students also may attend the oral defense. After the oral defense committee has conducted the essential examination of the candidate, questions may be asked by others present if pertinent, appropriate as determined by the defense committee.

When the defense is completed, the chair will request that the candidate and all other persons not on the defense committee leave the room and will call for a motion to pass or fail the candidate. A recommendation to pass can have no more than one negative vote from members of the committee. If the motion is a recommendation to pass, the committee must then agree on the conditions of the recommendation as follows:

- **Pass with no revisions** means that only grammatical, labeling or numbering changes are required. Only a limited number of sentence additions or deletions should be necessary.
- **Pass with minor revisions** indicates that the candidate will be required to reorganize portions of the manuscript and change some of the content.
- **Pass with major revisions** means that a complete chapter or chapters must be rewritten, additional tables are required and interpreted, or the general format must be changed. Responsibility for seeing that needed revisions are made rests with the dissertation director, but committee members also may require their approval before final submission.
- **Fail** indicates that the dissertation content is not of acceptable quality or that the candidate cannot defend the research. In most cases, failing the defense results in rejection of the student’s dissertation and a new or related study usually will need to be undertaken.

However, a candidate who fails the oral defense may petition to the oral defense committee for a maximum of one re-examination. If granted, the re-defense must be scheduled through the Office of Graduate Studies and must occur within normal timelines.

The Result of Oral Defense form must be signed by all committee members and returned immediately to the Office of Graduate Studies. All signatures must be original. In rare occasions, when a committee member participates remotely, a faxed or scanned signature will be accepted.
Completing the Degree

Advancement to Final Candidacy

The student must apply for or be recommended for advancement to final candidacy as soon as all requirements are fulfilled, and no later than the first day of the quarter in which the student expects to complete the degree. In no case can a student graduate the same quarter as advancement to final candidacy. The minimum requirements for advancement to final candidacy include: satisfactory progress in coursework, certification of the completion of tool requirements, progress in research for the dissertation and proposal approved, and satisfactory completion of the comprehensive examination.

Completing the Degree

Time Limit for Completion of Degree

The candidate for the doctorate who holds a master’s degree on entering the doctoral program is expected to complete all requirements for the degree no later than seven years after beginning the program, as measured by matriculation into the degree program. Candidates who hold only a bachelor’s degree on entering the doctoral program are expected to meet all degree requirements no later than eight years after doctoral studies begin. Failure to complete the degree within the established time limits will result in termination unless the student successfully petitions for an extension to the Associate Provost for Graduate Studies. The college, school, or department chair and advisor must recommend this extension in writing. If it is not approved, the student will be terminated from the program. Students may petition for an extension of time for a minimum of one quarter up to a maximum of one year per request. For more information, see Exceptions regarding extensions of time.

Final Procedures for Earning the Doctorate of Philosophy

The student must assume full responsibility for meeting all requirements for the degree. Before becoming a candidate for graduation, the student must complete the following:

- The candidate must apply for graduation in the by the deadline. Failure to do so will automatically delay graduation to a subsequent quarter. Failure to complete the degree during the expected quarter will require a new application and payment of a fee for additional evaluation and services.
- Arrange for an oral defense. The Office of Graduate Studies should approve the oral defense committee as soon as the dissertation proposal has been approved or defended but no later than the first day of the quarter in which the student expects to complete his/her degree. Formal notification of the oral defense should be filed in the Office of Graduate Studies no later than four weeks before the defense date and in accordance with the University schedule of deadlines when graduation candidacy is in the same quarter as the defense.
- Submit the dissertation to the oral defense committee at least two weeks before the date of the defense.
- Satisfactorily complete the oral defense at least three weeks before the end of the quarter in which the degree is to be awarded.
- All Incomplete grades must be removed at least three weeks before the end of the quarter in which the degree is to be awarded.
- Submit electronic copy of dissertation to ProQuest and have faculty approval page submitted to the Office of Graduate Studies two weeks prior to the end of the quarter. The student should contact the Office of Graduate Studies for the schedule of deadlines and obtain specific instructions for the preparation of the dissertation format.
- If revisions are such that the dissertation in its final form cannot be filed at least two weeks before the end of the quarter, the awarding of degrees will be postponed.
- Students who are working on a doctoral paper must submit their paper no later than two weeks before the end of the quarter.
Electronic Thesis and Dissertation

As of spring quarter 2008, all theses and dissertations must be submitted electronically to ProQuest (UMI) unless an exemption is granted using the “opt out” procedure. ProQuest/UMI is widely known and respected as the main searchable database for scholarly work; the University of Denver strongly encourages students to submit their dissertations and theses to ProQuest.

If the student and the dissertation/thesis chair believe submitting the work to ProQuest will create serious ethical, publishing or other issues, please request an exception to this process by submitting a memo to the Associate Provost for Graduate Studies that explains the concerns.

The electronic submission instructions can be found on the Graduate Oral Defense Information (http://www.du.edu/currentstudents/graduates/graduationinformation.html) web page.

Faculty should review the instructions before advising a student about submitting the thesis or dissertation.

Criteria for a Master's Thesis or Doctoral Dissertation

- Requires an oral defense committee chair and oral defense.
- The scheduling of the oral defense and formatting of the thesis/dissertation must be coordinated through the Office of Graduate Studies (http://www.du.edu/learn/graduates/studentresources.html) in accordance with the University schedule of deadlines and graduate policy.
- All copyright issues must be cleared before the thesis or dissertation is submitted. The student is responsible for obtaining proper permissions for all material used within the work. Evidence of copyright permission may be required with the student's submission to ProQuest (UMI) (http://www.proquest.com/products-services/dissertations). For additional information about copyright permission and the copyright process, visit ProQuest (http://www.proquest.com/products-services/dissertations).
- Electronic submission of “publishable” quality scholarly work.

Embargos and Restrictions on Accessing Theses and Dissertations

Students should be advised that a thesis or dissertation may be considered to be “previously published” by some publishers if it is put into a searchable digital/electronic repository (e.g. ProQuest). However, it should be noted that then student, not ProQuest (UMI), retains the copyright.

Students should discuss their future thesis/dissertation publication goals with their advisor. Students planning to publish from their thesis or dissertation should consider requesting an embargo of their work.

The student and the thesis or dissertation chair director submit a memo to the Associate Provost for Graduate Studies explaining the issue and stating that access to the work needs to be restricted. The Associate Provost must approve the final decision for permission to embargo the work.

During an embargo, ProQuest will completely restrict access to the document for a specified time period. The thesis or dissertation will be held in the ProQuest repository with no access until the embargo expires.

Reasons for Embargo

- The student is interested in pursuing the option of an academic or commercial press acquiring the rights to publish the dissertation or thesis as a book.
- The student is interested in submitting work from the thesis/dissertation to a peer-reviewed journal.
- There are patentable rights in the work for which disclosure may be detrimental to the rights or interests of the author.
- There is an ethical need to prevent disclosure of sensitive or classified information about persons, institutions, technologies, etc. for a time-limited period.

If a student believes that they will need to restrict access for a limited time period they can request a six month, one year, or two year embargo.

When an embargo expires, the thesis or dissertation will be automatically made available electronically by ProQuest.

Renewing an Embargo

If a student wishes to continue to restrict access for a limited time period, the student can request a six month, one year, or two year renewal on the embargo. The student and the thesis or dissertation chair director will submit a memo to the Associate Provost for Graduate Studies explaining the issue and stating that access to the work stills needs to be temporarily restricted. The Associate Provost must approve the final decision for permission to renewal embargo. A student may only request two embargo renewals for a maximum of six year embargo period. Students with extenuating circumstances should consult the Associate Provost for Graduate Studies.

If the embargo extension is approved, the student should contact ProQuest directly at 1-800-521-0600 x7020 or via email at disspub@proquest.com.
University Libraries

ProQuest makes the thesis/dissertation available electronically to the University Libraries. The level of access to the student’s work through the University Libraries depends upon embargo choices as described below.

- If the student does not embargo the work, the library will make the work available through the library’s online catalog, with links to both ProQuest and the library’s digital repository.

If the student embargoes the work for one of the following two reasons, University Libraries will make the work available only to the DU Community and through Inter-Library Loan in a PDF format. The work will not be made available outside the DU Community or over the internet:

- The student is interested in pursuing the option of an academic or commercial press acquiring the rights to publish the dissertation or thesis as a book.
- The student is interested in submitting work from the thesis/dissertation to a peer-reviewed journal.

If the student embargoes the work for one of the following two reasons, University Libraries will restrict access to the work until such time that they are notified by ProQuest that the embargo has been released, or when the author provides written permission directly to University Libraries:

- There are patentable rights in the work or other issues in which disclosure may be detrimental to the rights or interests of the author.
- There is an ethical need to prevent disclosure of sensitive or classified information about persons, institutions, technologies, etc. for a time-limited period.

After the embargo period, the work will be made available through University Libraries online catalog with links to ProQuest and the library’s digital repository.

Opt Out Procedure

In some instances a student may wish to use only University Libraries as the repository of their work. In such cases the student will submit their work digitally to Penrose and it will be made available only to the DU Community and through Inter-Library Loan in a PDF format.

The student and the thesis or dissertation chair director will submit a memo to the Associate Provost for Graduate Studies explaining the issue and stating that access to the work needs to be restricted. The Associate Provost must approve the final decision for permission to restrict access to the work.

Permanently Suppress

In rare cases, where the work includes proprietary information such as company data and records or confidential information that should never be made public, such as client records or interviews or some other serious condition that justifies such an action it may be appropriate for a student to permanently suppress work. In such cases the student will submit their work electronically to University Libraries. The work will be retained by the library and listed in catalog system, but will not be accessible without permission from the author.

The student and the thesis or dissertation chair director submit a memo to the Associate Provost for Graduate Studies explaining the issue and stating that access to the work needs to be restricted. The Associate Provost must approve the final decision for permission to restrict access to the work.
Graduation Requirements

Students may not receive a University of Denver degree without completing all degree requirements. Students may not receive a degree with fewer than the published number of credits or with a cumulative GPA below the minimum required for their degree program (2.30 Sturm College of Law, 3.0 for all other graduate programs).

Students must apply no later than the first day of the term at least two quarters prior to the intended quarter of graduation. Law students planning on graduating spring or summer semester may apply as of November 1st of that academic year. For those planning on graduating fall semester, the application will be available the first day of that semester.

Prior to applying to graduate, students need to verify that their curriculum records are accurate and up-to-date. Students who did not apply for graduation by the deadline should review the Graduate Request to Participate in Commencement Ceremony for Students Not Graduating (http://www.du.edu/media/documents/graduates/walking.pdf) policy. All requests for walking in commencement and late petitions for graduation must be approved by the Associate Provost or a designee appointed by the Associate Provost.

Application for Graduation

Requirements for Graduation

Students may not receive a University of Denver degree without completing all degree requirements. Students may not receive a degree with fewer than the published number of credits or with a cumulative GPA below the minimum required for their degree program (2.30 Sturm College of Law, 3.0 for all other graduate programs).

Students should submit the graduation application two quarters in advance of the intended graduation date. Applications are accepted up to the seventh calendar day of that term. For example, to graduate in the spring quarter (June), the graduation application is due by the seventh calendar day of winter quarter (January).

Prior to applying to graduate, students need to verify that their curriculum record is accurate and up-to-date. Students who did not apply for graduation by the deadline should review the Graduate Request to Participate in Commencement Ceremony for Students Not Graduating policy. All requests for walking in commencement or late petitions for graduation must be approved by the Associate Provost or his/her designee.

Commencement Ceremonies

Formal Commencement ceremonies are held at the University of Denver at the end of the spring and summer terms.

Participating in commencement does not constitute official graduation. It is a celebration that signifies the completion of the appropriate degree requirements and has no academic or legal implications.

Commencement Program

The Commencement program lists the names of all graduation candidates who applied at the appropriate time to receive degrees at that specific commencement ceremony. The appearance of a name in the program does not guarantee a student’s graduation at that time unless all degree requirements have been completed.

Spring Commencement

Spring Semester

The Sturm College of Law’s Spring Commencement occurs at the end of the spring semester, normally in mid-May. Students who have completed all graduation requirements during autumn or spring semester of the current academic year are invited to participate in the ceremony.

Spring Quarter

Commencement occurs at the end of the spring quarter, normally in early June. Students who have completed all graduation requirements during autumn, winter, or spring quarters of the current academic year are invited to participate in the ceremony.

Summer Commencement

Summer Commencement occurs at the end of summer session, normally in mid-August. Students who have completed all graduation requirements during summer session are invited to participate in the ceremony.
Request to Participate in Commencement Ceremony for Students Not Graduating

Students who have not completed their degrees may request to participate in the Graduate Commencement Ceremony only if the following parameters have been met for each eligible term:

Requirements for Walking in Spring Ceremony

- Submit the Graduate Request to Participate in Commencement Ceremony for Students Not Graduating (http://www.du.edu/media/documents/graduates/walking.pdf) form to the Associate Provost or the Associate Provost's designee two weeks prior to the graduation date.
- File for graduation within the required time frame.
- Eligibility as a candidate for graduation for the subsequent summer quarter.
- Candidate is within five-credit hours of degree completion, including resolving any incomplete grades.
- Registration for final program requirements in the summer inteterm or in summer quarter.
- Complete all non-course degree requirements (e.g., internships, practicum, major research paper) two weeks prior to the end of spring quarter.
- If a thesis or dissertation is required for the degree, complete the defense within the first six weeks of the subsequent summer quarter. The defense date must be on file with the Office of Graduate Studies.

Requirements for Walking in Summer Ceremony

- Submit the Graduate Request to Participate in Commencement Ceremony for Students Not Graduating (http://www.du.edu/media/documents/graduates/walking.pdf) form to the Associate Provost or the Associate Provost's designee two weeks prior to the graduation date.
- File for graduation within the required time frame.
- Eligibility as a candidate for graduation for the subsequent fall quarter.
- Candidate is within five-credit hours of completing the degree, including resolving any incomplete grades.
- Registration for final requirements in or before the subsequent fall quarter.
- Complete all non-course degree requirements (e.g., internships, practicum, major research paper) two weeks prior to the end of summer quarter.
- If a thesis or dissertation is required for the degree, the defense must be complete within the first six weeks of the subsequent fall quarter. The defense date must be on file with the Office of Graduate Studies.

Forms requesting to walk in either the Spring or Summer commencement ceremonies should be returned to the appropriate student services office for approval from the unit and the Associate Provost for Graduate Studies. Students may be approved to walk in commencement up until two weeks before of the end of the term, but a student’s name may not appear in the commencement program if requests are received only one month prior to the commencement ceremony.

Diplomas

A diploma is a ceremonial University document which verifies the University has granted a degree to the student.

Diplomas are not issued until all degree requirements are complete, grades are posted, outstanding accounts with the University are paid and any holds are cleared. Students may check for any holds and posting of grades on their student record online.

Diploma Name Policy

The student name listed on a diploma or certificate must match the official name on file at the University (first name, middle name, last name) with the following exceptions:

- Option of first name or initial
- Option of diminutive or alternate form for the first name
- Omission of the first name when the middle name is used as a salutary name
- Option of middle name or initial
- Omission of the middle name
- Inclusion of former or maiden name
- Inclusion of proper capitalization and accentuation of name
- Inclusion of Hispanic maternal surnames

Neither titles nor degrees previously earned will be included as part of a graduate’s name on a diploma.
Academic Resources

Anderson Academic Commons
Center for World Languages and Cultures
Disability Services Program

Academic Accommodations for Students with Disabilities

Disability Accommodations

Graduate students who need accommodations for a disability in order to fully participate in University classes and programs should call the Disability Services Program (http://www.du.edu/studentlife/learningeffectiveness/disabilityservices) (DSP). This contact should be made as far in advance as possible. DSP will work collaboratively with students, graduate department faculty and other University personnel to facilitate appropriate, individualized accommodations. Documentation of disability is required.

Examples of documentation may include, but are not limited to, medical reports, psycho-educational reports (for students with learning disabilities) and/or verification of psychological disabilities. Documentation is used to assist with the determination of appropriate accommodations and is kept confidential.

The Handbook for Students with Disabilities (policies and procedures) is available on the Disability Services Program (http://www.du.edu/studentlife/disability/dsp) website. Select “publications” or call the office 303-871-2278. The website also has links to DSP and other information including documentation guidelines. DSP is located on the 4th floor of Ruffatto Hall (Morgridge College of Education; corner of Evans and High streets).

Learning Effectiveness Program

Office of Teaching and Learning

Diplomas

A diploma is a ceremonial University document, which verifies the University has granted a degree to the student.

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Diploma Name Policy

The student name listed on a diploma or certificate must match the official name on file at the University (first name, middle name, last name) with the following exceptions:

- option of first name or initial
- option of diminutive or alternate form for the first name
- omission of the first name when the middle name is used as a salutary name
- option of middle name or initial
- omission of the middle name
- inclusion of former or maiden name(s)
- inclusion of proper capitalization and accentuation of name
- inclusion of Hispanic maternal surnames

Neither titles nor degrees previously earned will be included as part of a graduate’s name on a diploma.
Each student understands, upon admission to the University, that they are required to uphold the professional standards required by the academic unit.

Student Conduct

Honor Code

All members of the University of Denver are expected to uphold the values of integrity, respect and responsibility. These values embody the Honor Code for students, faculty, staff and administrators as members of the University community. Our values are defined in the following ways:

- **Integrity**: acting in an honest and ethical manner;
- **Respect**: honoring differences in people, ideas and opinions;
- **Responsibility**: accepting ownership for one’s own conduct.

The complete text of the Honor Code and honor code violation procedures relating to students is maintained by Student Conduct (http://www.du.edu/studentlife/studentconduct) (SC).

*Note:* Some units may have additional or more stringent ethical guidelines. Students should contact the department for details.

Academic Misconduct

Faculty have the authority to set standards of academic integrity and define academic misconduct. The faculty member in conjunction with the academic unit determines the appropriate academic sanctions for academic misconduct. Academic sanctions are assessed by an individual faculty member and/or an academic unit and relate to the student’s standing within that course and/or unit. These may include, but are not limited to failure of an assignment, failure of a course and/or termination from a graduate program. When academic misconduct is suspected, the faculty member and/or representative of the academic unit should discuss these suspicions with the student and then come to a determination regarding appropriate academic sanctions. The exact process by which this is done is left to the faculty member in conjunction with the academic unit. Academic dishonesty is both an academic and behavioral issue. Students who violate the Honor Code are subject to dual consequences, academic sanctions and disciplinary actions.

Appeals

Academic sanctions are not subject to the appellate process outlined in the Honor Code but are instead governed by the Procedure for Academic Grievances and Appeals for Graduate Students (http://www.du.edu/media/documents/graduates/grievance.pdf). Decisions made by faculty members or academic units regarding academic sanctions may be appealed according to the Procedure for Academic Grievances and Appeals for Graduate Students (http://www.du.edu/media/documents/graduates/grievance.pdf). Appeals will only be reviewed in the following circumstances:

- The existence of procedural errors is so substantial that the accused was denied a fair hearing
- A finding of fact made in the original hearing clearly not supported by the facts presented
- New and significant evidence is presented that was not reasonably available at the time of the initial hearing
- The imposition of a sanction that is arbitrary and capricious

Disruptive Classroom Behavior

Harassment includes unauthorized conduct of any kind which interferes with the ability of other students to pursue their education in designated environments (e.g., residences, study areas, classrooms, or libraries), the functioning of faculty or staff, or any other aspects of the University’s educational mission.

Individual instructors have the right to determine whether specific student behavior is disruptive. Instructors may require a student to leave an individual class meeting for disruptive behavior. However, instructors are not authorized to summarily remove a student from the course. Should such removal be deemed necessary, instructors must follow the procedure outlined below. In exceptional cases where a student’s presence is deemed to be an immediate threat to the instructor or other members of the class, instructors should immediately call Campus Safety at 303-871-3000.

If a student has repeatedly disrupted the class, or if a student’s presence represents a significant impediment to the educational process, that student may be removed via an involuntary drop.

The instructor should first meet with the student in an attempt to resolve the issue. Another faculty or staff member (including Student Conduct, Office of Graduate Studies, or Campus Safety staff) may be asked to attend this meeting. If this meeting fails to resolve the situation, the instructor shall inform the student of the intention to seek an involuntary drop and provide the student an opportunity to drop the course voluntarily.
The instructor shall bring the matter to the office of the division or college dean prior to the class meeting following the instructor’s meeting with the student. In consultation with the instructor, the dean or designee shall determine whether to grant the request for an involuntary drop. The decision should be communicated to the student before the next scheduled class meeting and shall be communicated no later than one week from the instructor’s initial meeting with the student.

The student may appeal the decision to the Office of the Provost. This appeal must be submitted in writing no later than one week from the decision. Appeals shall only be considered in the following circumstances:

- The existence of procedural errors so substantial that the student was denied due process
- A decision clearly not supported by the facts presented
- Presentation of new and significant evidence that was not reasonably available at the time of the decision
- The decision is demonstrably arbitrary and capricious

While an appeal is being considered, the student is restricted from attending the dropped class.

The appeal shall be considered and a decision rendered to the student no later than one week from its receipt by the Office of the Provost. This decision shall be final.

Copies of all involuntary drop requests shall be provided to OSC who shall determine whether disciplinary charges should also be filed. OSC shall generally defer to the recommendation of the course instructor. However, if the student has a previous disciplinary record, OSC reserves the right to take appropriate action regardless of the instructor’s recommendation.

The course drop shall be effective from the date of the original decision and for all administrative purposes (e.g., transcripts, tuition refunds, etc.) shall be considered the same as if the drop had been voluntary.

Any questions about this process should be directed to Student Conduct (http://www.du.edu/studentlife/studentconduct).

Sexual Relationships and the Classroom Environment

The University strongly discourages sexual relationships between a teacher and student or between a supervisor and staff member because such relationships tend to create compromising conflicts of interest or the appearance of such conflicts.

As used in this section, the term teacher includes a faculty member, graduate student, administrator, coach, advisor, residence staff or program director having supervisory responsibilities for students.

Sexual exploitation or sexual harassment of any kind as described in University policy is a violation and will be subject to severe sanctions up to and including termination or dismissal. Please read the complete University of Denver Equal Opportunity/Sexual Harassment Policy (http://www.du.edu/bfa/media/documents/policy/Equal_Opp.pdf) for more information on consensual sexual relationships and sexual harassment.

Smoke-Free Policy

On January 1, 2010, the University became a smoke-free campus to encourage healthy lifestyles and wellness among our community members. We ask that all University community members help with a renewed support of the smoke-free policy on campus.

All indoor and outdoor (all areas with red brick sidewalk, parking lots, etc.) University spaces are smoke-free. All forms of smoke producing products are prohibited on campus including, but not limited to the following items:

- Cigarettes
- Bidis
- Kreteks
- Cigars
- Pipes
- Hookahs

The only exceptions are designated areas around the Newman Performing Arts Center and the Ritchie Center. These areas are only to be used by the public during public events.

If you choose to smoke, you can do so anywhere off campus. This includes the City of Denver owned sidewalks that surround campus.
Disability Services Program

Academic Accommodations for Students with Disabilities

Disability Accommodations

Graduate students who need accommodations for a disability in order to fully participate in University classes and programs should call the Disability Services Program (http://www.du.edu/disability/dsp) (DSP). This contact should be made as far in advance as possible. DSP will work collaboratively with students, graduate department faculty and other University personnel to facilitate appropriate, individualized accommodations. Documentation of disability is required.

Examples of documentation may include, but are not limited to, medical reports, psycho-educational reports (for students with learning disabilities) and/or verification of psychological disabilities. Documentation is used to assist with the determination of appropriate accommodations and is kept confidential.

The Handbook for Students with Disabilities (policies and procedures) is available on the Disability Services Program (http://www.du.edu/studentlife/disability/dsp) website. Select “publications” or call the office 303-871-2278. The website also has links to DSP and other information including documentation guidelines. DSP is located on the 4th floor of Ruffatto Hall (Morgridge College of Education; corner of Evans and High streets).

Student Death Response and Notification Guidelines

Critical Injury or Death of a University Community Member Student and Employee Guidelines for Non-Emergency Situations

The critical injury or death of a student or employee is a tragedy not only for family members and friends but also for the University community. The University of Denver strives to ensure that our responses are thoughtful, caring, professional, coordinated, and consistent. If you become aware of the critical injury or death of a DU community member, and any immediate or continuing threat has been addressed, please report the incident so that the University can respond appropriately. The notification of a tragic event sets in motion a range of protocols by Campus Safety, administrators, medical and mental health professionals, Student Life personnel, faculty, students, and others, depending on the circumstances. While such tragedies may profoundly impact the home department of the student or employee, it is imperative that academic and business units resist attempting to handle tragic events autonomously but rather involve the University officials responsible for crisis management. These guidelines are intended to assist University community members in contacting the appropriate officials to initiate the most immediate and effective response to a non-emergency tragic event. In case of an immediate or continuing threat, call 911 and Campus Safety at 13000.

NOTIFICATION—Campus Safety - 12334 Any member of the university community may receive information from a variety of sources regarding the serious injury or death of a student or employee. If you become aware of such a tragedy involving a DU community member, call Campus Safety at x12334 or (303-871-2334). Please don't assume that someone else has called. After notifying Campus Safety, please take a moment to follow up with one of the offices listed as second contact. Then take no further action unless officially authorized to do so. The director of campus safety will initiate standard institutional protocol to address the situation.

First Contact
Current Student Campus Safety (12334)
Current Employee Campus Safety (12334)
Recent Graduate Campus Safety (12334)
(within one year after graduation)
Alumni Campus Safety (12334)
(more than one year after graduation)
Former Faculty/Staff Campus Safety (12334)

Second Contact
Current Student Pioneers CARE (12400)
Current Employee Human Resources (17511)
Recent Graduate Pioneers CARE (12400)
(within one year after graduation)
Alumni Alumni Relations (alumni@du.edu)
(more than one year after graduation)
Former Faculty/Staff Human Resources (17511)

OUTREACH AND SUPPORT— Pioneers CARE and Human Resources

The director of student outreach and support (undergraduate) and the director of graduate student services (graduate) lead the University’s outreach efforts and serve as support resources for those students most directly affected by a tragedy. Please file a Pioneers CARE Report (https://publicdocs.maxient.com/reportingform.php?UnivofDenver&layout_id=99). The Human Resources office works with affected individuals in the case of faculty or staff injuries or deaths. The University’s official notification of the tragedy will invite community members to contact DU’s resources and
individuals as necessary. While many members of the University community may be trained in health and counseling, all official outreach must be provided by authorized staff. If employees undertake actions outside of their job responsibilities, they put the University at legal risk.

COMMUNICATION—Office of Marketing and Communications

In order to protect the privacy of those involved and to ensure accuracy of information, please do not distribute notices about the tragic event to anyone on or off campus. Emails or other forms of communication sent regarding this type of situation without authorization is prohibited. All formal communication must be managed through institutional protocol and approved by the University Marketing and Communications office. Please direct all media inquiries to the Office of Marketing and Communications (http://www.du.edu/marcomm).

UNIT-LEVEL RESPONSES

Affected units may wish to organize a response by the colleagues or peers most closely associated with the student or employee. However, all responses must be coordinated through the university chaplain, associate provost, dean, director or their designees to ensure that efforts are managed consistently, appropriately and sensitively.

Support Services and Resources

Pioneers Care

Faculty, staff, or students who have a concern about a graduate student at DU can find useful information and/or report their concerns via the Pioneers CARE (http://www.du.edu/studentlife/studentsupport/pioneers_care/team.html) website.

If you have concerns about a student, submit a Pioneers CARE (https://publicdocs.maxient.com/reportingform.php?UnivofDenver&layout_id=99) report.

The Office of Graduate Studies works with University representatives and the academic unit to address concerns reported.

Campus Safety (http://www.du.edu/campussafety)

Career Services (http://www.du.edu/career)

Center for Advocacy, Prevention, and Empowerment (http://www.du.edu/health-and-counseling-center/cape)

Center for Multicultural Excellence (http://www.du.edu/cme)

English Language Center (http://www.du.edu/intl/elc)

Health and Counseling Center (http://www.du.edu/health-and-counseling-center)

Ombuds Office (http://www.du.edu/ombuds)

Campus Resources

Athletics and Recreation

DU Shuttle

DU Transportation Center

International Student and Scholar Services

Office of the University Chaplain

Parents Program

Parking Services

Pioneer ID Cards

Graduate Student Association

Rape Aggression Defense

Victoria H. Myhren Gallery

William T. Driscoll Student Center
Academic Exceptions, Complaints Procedures, Academic Grievances and Appeals

Exceptions

Graduate Academic Concerns Committee

Academic policies define institutional standards and ensure equitable treatment of all students. All students are expected to observe the academic policies and practices of the University. However, in instances of documented extraordinary circumstances, a student may request an exception to a policy or practice.

The Graduate Academic Concerns Committee is a standing subcommittee of the Graduate Council which represents the Graduate Council’s interests as advisory to the Associate Provost. As chair of the Committee, the Associate Provost appoints its members and ensures that the committee is representative of appropriate academic and administrative units. This committee also may serve as the review body for graduate academic appeals and grievances as referred to them by the Provost and Associate Provost for Graduate Studies.

Decisions of the Committee are final. The Committee re-considers its decisions only on the basis of new information not previously available for the initial review.

Purview

The Graduate Academic Concerns Committee considers requests for exceptions to University-wide policy affecting graduate students. Permission to deviate from University policies is not granted automatically or perfunctorily. Each request is considered on its merits. Decisions are made on the academic basis of the petition and requests granted when approval does not weaken the integrity of the academic program. While the committee is cognizant of the hardships that students may face, petitions based primarily on cost or convenience considerations will not be approved.

Prohibited Exceptions

Exceptions to University policies will be considered only if there is no University prohibition against deviating from regulations. The University prohibits exceptions regarding the following:

- Late registration for courses students have sat in on, but were not enrolled. Students may not be permitted to attend courses for which they have not registered.
- Removal of markers of Withdrawal “W” from the student’s record. Notations of Withdrawal “W” do not impact the student’s GPA and are official markers of University registration transactions.
- Waivers of graduation requirements. Students may not receive a University of Denver degree without completing all degree and credit hour requirements or with a cumulative GPA below the minimum required for their degree program.
- To count undergraduate courses, courses numbered below 3000 level or 3000 level courses that are offered for undergraduate credit only for the graduate degree. Students should consult with their academic advisors to enroll for appropriate graduate level courses.

Items for Committee Review

The Graduate Academic Concerns Committee will review the following requests in addition to any issues referred to the Committee by the Associate Provost.

Changing Course Registration After the Close of a Term

The Committee will consider retroactive adds or drops only in the event of extenuating circumstances beyond the student’s control:

- An error on the part of the University in registration. 
  
  Documentation: Letter(s) on institutional letterhead from an appropriate University authority.

  - Registration for the wrong course or course level. (e.g. registered for 4991 Master’s level, should have been 5991 doctoral level)
  
  Documentation: Letter(s) on institutional letterhead from an appropriate University authority.

  - The student registered for but never attended the course.
  
  Documentation: Letter(s) on institutional letterhead from an appropriate University authority.

  - Erroneous re-registration for the same course for which a student already received an Incomplete “I” grade.
  
  Documentation: Letter(s) on institutional letterhead from an appropriate University authority.

  - Physical injury/illness and/or mental illness that prevents the student from completing course(s).
**Documentation:** Letter(s) on letterhead from the physician for physical injury/illness or psychiatrist or other licensed mental health professional for mental illness. The letter(s) must specifically state that the student was advised to withdraw due to injury/illness.

- Serious illness or death of immediate family member that prevents the student from completing the course(s).

**Documentation (for illness):** Letter on business letterhead from the attending physician for the physical illness or psychiatrist or other licensed mental health professional for mental illness.

**Documentation (for death):** Memorial service folder, obituary, or copy of death certificate

- Job relocation or loss of employer reimbursement eligibility due to involuntary job loss.

**Documentation:** Letter on business letterhead from immediate supervisor or human resources administrator.

- Unexpected increase in job responsibilities, required change in work schedule, or required travel that prevents completion of course(s).

**Documentation:** Letter on business letterhead from immediate supervisor or human resources administrator that specifies the dates of increased workload and/or travel.

**Note:** The Graduate Academic Concerns Committee does not handle registration for the wrong section of a course.

### Extensions of Time to Complete Degree

The Committee will consider petitions for extensions of time to complete the degree with the following minimum documentation required:

- letter of input from the student,
- student submission of a detailed outline plan with milestones and goal dates leading to completion of the degree, and
- letter(s) of input from the student’s faculty and/or departmental advisor.

### Petition Process

Students must initiate petitions online using PioneerWeb (see instructions below). Required documentation may be submitted to:

Office of Graduate Studies  
2199 S. University Blvd  
Mary Reed Building, Room 5  
Denver, CO 80208-4802

Email: gradstudies@du.edu (preferred)  
Fax: 303-871-4566.

### Instructions for Online Submission

Navigate to PioneerWeb (https://PioneerWeb.du.edu) Log in using the DU ID and Passcode, select the “Student” tab, go to “myWeb (Banner Self-Service),” select “Student and Financial Aid,” select “Student Records,” go to “Request Academic Exception.”

### Required Documentation

A valid petition includes, at minimum, the official online request submission, written documentation from the student, the student’s advisor and, if the request is in regards to a class, the instructor of the course being petitioned. Additional documentation may be required before the petition can be reviewed.

Petitions for students in the Morgridge College of Education, University College, Graduate School of Social Work and Josef Korbel School of International Studies must also include unit input. Once the student’s electronic petition and faculty input for that petition have been received, the information will be sent to the unit for review. The unit will then email input to graduatestudies@du.edu (gradstudies@du.edu).

It is the responsibility of the student to ensure that all documents, including faculty and unit input, are submitted in a timely fashion. Documentation must be received at least one week prior to the monthly Graduate Academic Concerns Committee meeting.

The Associate Provost for Graduate Studies, or the Associate Provost’s designee, has final determination as to whether the documentation the student has submitted is sufficient.

### Petition Review and Status

Petitions are reviewed and decided by the Associate Provost for Graduate Studies and the Graduate Academic Concerns Committee, which meets once per month during the regular academic session. The Committee does not meet during the summer or interterm periods. Petitions submitted during interterm periods are reviewed at the discretion of the Associate Provost for Graduate Studies.

It is the responsibility of the student to check the status of their petitions and respond to requests by the Committee representative.
The student will be notified (via webCentral) of the decision of the Associate Provost and/or the Graduate Academic Exceptions Committee within one week of when the request was reviewed. The decision report will be emailed to the instructor and department.

**Statute of Limitations**

The Committee will not consider petitions for policy exceptions more than one calendar year after the completion of the quarter in question or once a student’s degree has been certified and posted to the transcript.

A student has two weeks from the initial submission to complete their petition. If, at the end of two weeks there are still outstanding documents, the petition will be archived and no further actions will be taken.

**Items for Associate Provost Review**

**Transfer of Credit Policy and Credit Hours to Count for the Degree**

- Transfer hours from another institution older than five years do not count for the graduate degree.
- Students cannot take more than eight credits beyond degree requirements in order to make up grade deficiencies.

**English Language Proficiency Assessment for Students with a Low TOEFL/IELTS Speaking Test**

If the student earns minimally a score of 24 on the speaking section of the TOEFL or a 7.5 on the speaking section of the IELTS and performs high on the DU speaking assessment, the academic unit may submit a petition to the Associate Provost for Graduate Studies requesting that the student be awarded the GTA but must enroll in and successfully complete the ELC Bridge Course in his/her first academic term of enrollment. Petitions must provide a compelling case for the exception. Petitions are submitted at the discretion of and by academic units. The Office of Graduate Studies will not accept requests and petitions from students.

**Unit-specific Admission Requirements Set by Individual Academic Programs**

The Associate Provost will consider petitions for applicants that are requesting waivers from unit-specific admission requirements (i.e. letter of recommendation or essay). These petitions need to be supported by the departmental admission committee and have a strong rationale.

*Note: The dean of the graduate unit reviews requests for waivers regarding entrance exams.*

**Concurrent Enrollment and Residency Requirements**

Students may enroll elsewhere concurrently only if they are pursuing a requirement not currently offered at DU and if the concurrent enrollment doesn’t result in an unacceptable overload.

Students may be allowed an exception to the residency requirement if extenuating circumstances (e.g. medical or personal issues) require that they be away from the University of Denver campus. Any off-campus study request must be consistent with the student’s graduate program and must have appropriate departmental approvals.

The residency requirement will not be waived if a student’s time out-of-residence results in too substantial a proportion of their graduate work being taken outside the University of Denver.

Permission for concurrent enrollment or waivers of residency will never be allowed for financial reasons.

**Petition for Unit Level Exceptions**

- Graduate units that wish to be considered for an exception to University policy must provide a request to the Associate Provost for Graduate Studies that includes a rationale for the variance.
- The Associate Provost will consider the petition and will notify the unit of the decision. A unit whose petition is denied by the Associate Provost has the right to request that the matter be referred to the Graduate Council for review.
- Graduate Council may recommend that the Associate Provost reconsider the request in consultation with the Provost. The Associate Provost will make a final determination and report to the Graduate Council on all petitions and outcomes.

**Discrimination or Harassment Complaint Procedures**

The Office of Equal Opportunity/ADA Compliance establishes these procedures to assist it in carrying out its responsibilities in the administration and enforcement of the University of Denver's policies related to nondiscrimination and assuring the University's compliance with applicable laws including Executive Order 11246; Title VII of the Civil Rights Act of 1964; the Age Discrimination in Employment Act; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; the Americans with Disabilities Act (ADA) of 1990 and as amended by ADA Amendments Act of 2008; the Rehabilitation Act of 1973; the Vietnam Era Readjustment Assistance Act; the Genetic Information Nondiscrimination Act of 2008; Title 24, Article 34 of the Colorado Revised Statute; and Denver Municipal Ordinances. University Policy and these Procedures are intended to comply with the prohibitions of these laws as amended as well as other applicable federal, state, and local anti-discrimination laws.
The Office of Equal Opportunity/ADA Compliance accepts and investigates complaints alleging discrimination, harassment or retaliation in violation of University of Denver policy and applicable laws. Consistent with federal, state and local law and University policies related to non-discrimination, the Office conducts neutral investigations of complaints of discrimination (including harassment) on the basis of race, color, national origin, age, religion, disability, sex, sexual orientation, gender identity, gender expression, marital status, veteran status or genetic information; complaints of retaliation; and complaints alleging failure to provide reasonable accommodations for disability and religion.


Complaints for External Agencies

Several external agencies are available to students who have exhausted all other opportunities for resolution within the University.

Colorado Department of Higher Education

The Colorado Department of Higher Education regulates Colorado institutions of higher education. Their complaint policy may be found on the Colorado Department of Higher Education (http://highered.colorado.gov/Academics/Complaints) website.

U.S. State Education Regulatory Agencies

Through distance learning and other programs, the University of Denver provides instruction throughout the world. Students may direct concerns or complaints to regulatory agencies in their state. A list of U.S. state education regulatory agencies can be found on the State Contacts (http://www.du.edu/currentstudents/statecontact.html) page.

Higher Learning Commission

Complaints regarding the institution's ongoing ability to meet the criteria of institutional accreditation may be directed to the Higher Learning Commission. Individuals interested in bringing an appropriate complaint to the attention of the Commission should take some time to compile a complete submission, as outlined below. There is no complaint form.

1. Write a cover letter directed to the Commission containing a brief narrative of the facts of the complaint. In most cases, such a narrative need be no longer than a few pages.

2. Indicate in your complaint why you believe the issues raised in your complaint are accrediting issues. If possible, please review the Commission’s Criteria for Accreditation (http://policy.ncahlc.org/Policies/criteria-for-accreditation.html) on the Commission’s (http://policy.ncahlc.org) website prior to writing this section.
   You should also indicate how you believe the Commission can assist you with this matter. Remember that the Commission cannot assist you in understanding your tuition bill, arranging for a refund of tuition, obtaining a higher grade for a course, seeking reinstatement to an academic program, etc.

3. Attach documentation to support your narrative wherever possible. (For example, if you make reference in your complaint to an institutional policy, include a copy of the policy with your complaint.) Helpful documentation might include relevant portions of the catalog, letters or email exchanged between you and the institution, learning agreements, etc.

4. A few reminders:
   • Please type your complaint or print very neatly.
   • Please do not use abbreviations or nicknames (e.g., NMS or USC or U of N).
   • Sign and date the cover letter.
   • Include contact information for future correspondence. Include a street address.
   • If you are writing on behalf of someone else (son/daughter or client), be sure to provide that person’s consent in writing to allow you to communicate with the Commission on the student’s behalf.

5. Mail the letter and its attachments to the Commission’s office at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413. The Commission does not have an online complaint system and does not accept complaints via email.

Please note that the Commission will not consider those complaints that are not in writing and do not contain the elements noted here. The Commission’s complaint policy precludes it from considering matters more than 5 years old.

The Commission will acknowledge your complaint within thirty days of receiving it and let you know whether your complaint is complete and whether it raises issues that are related to accrediting requirements or whether it is an individual dispute outside the jurisdiction of the Commission’s complaint policy.

Email questions to complaints@hlcommission.org
Procedures for Academic Grievances and Appeals

Active students may appeal academic and student status related decisions and/or seek resolution of complaints or grievances through the Academic Grievance and Appeal Procedure during their enrollment at the University of Denver.

Graduate units may have additional requirements specific to their accreditation or professional standards. It is the responsibility of the student to determine whether the graduate unit has specific requirements and the responsibility of the unit to ensure that those requirements are addressed prior to advancing the grievance to the Office of the Provost. In the event of conflict between any grievance process published in unit manuals or websites, the process outlined in the Graduate Policy Manual will govern.

Eligible and Ineligible Concerns

Eligible Concerns

These procedures may be used only by active students with the following concerns:

- A grievance or appeal regarding academic standing during their enrollment at DU.
- An academic decision made by a faculty or staff member, administrator or committee of the University of Denver that directly and adversely affects the student—e.g., program termination, academic suspension, removal from a course, termination of GTA or GRA appointment.
- The grievance or appeal must be based on problems of process or concerns of bias, retaliation, or other impropriety and not on differences in judgment or opinion concerning academic performance.

*Note:* Students who wish to appeal a termination from a program must do so within 45 days of the term following their last term as an active student. For concerns of bias and retaliation based upon a protected class, the grievance will be referred to the Equal Opportunity Office, which may alter the timeline and process.

Ineligible Concerns

These procedures may not be used to resolve the following concerns:

- appeals related to disciplinary actions taken by the Conduct Review Board
- grade appeals
- admission decisions
- appeals or grievances submitted beyond the published timeline

Formal Grievance and Appeal Process

First Level: Informal Resolution

Students are expected to attempt to resolve complaints informally with the faculty or staff member, administrator or committee responsible for the academic decision. This attempt must include discussion of the complaint with the involved party or parties. *If all reasonable informal efforts to resolve a complaint fail, the student may file a formal grievance or appeal.*

If the complaint involves a charge of unlawful discrimination, the student may report the situation to the Office of Equal Opportunity or an appropriate supervisor who must immediately notify the Office of Equal Opportunity.

Second Level: Submission of the Formal Grievance or Appeal to Program Director/Chair

If a student elects to file a formal grievance or appeal, it must be filed within 45 calendar days into the next quarter after the contested decision or grade was officially recorded and during which the student is enrolled at DU. All grievances and appeals must be filed in writing, signed and dated by the student and include supporting documentation at the time it is filed. The grievant/appellant must minimally provide the following:

- a clear description of the decision being grieved or appealed,
- the basis or bases for challenging the decision,
- the identity of the party or parties who made the decision,
- the specific remedy or remedies requested, and
- a description of all informal resolution attempted.

The decision of the program director or department chair must be issued in writing within 30 days of receiving the grievance and shall include all of the following:

- a copy of the student’s formal grievance,
- relevant findings of fact,
- decision and the reasons for the decision reached, and
Third Level: Submission of the Formal Grievance or Appeal to Dean

The party who finds the resolution unsatisfactory may appeal the decision in writing to the dean of the academic unit within five working days of receiving the program director or department chair’s written decision.

The dean may render a decision on the matter or may refer the grievance or appeal to a standing grievance/appeal committee or establish an ad hoc committee to hear the matter. When an ad hoc committee is established, the student who lodges the appeal may designate one of the faculty members who will serve on this committee. This member must be tenured or tenure-track faculty from the University of Denver. Members of the unit involved in the grievance may not serve on the ad hoc committee and must recuse themselves if they are members of the standing committee.

The committee may, at its discretion, receive from the student, relevant faculty or staff members or other individuals, any additional evidence or argument that it deems necessary to resolve the grievance or appeal.

The appeals committee will begin deliberations as soon as possible and provide the dean a written recommendation no later than 30 days after the date that the dean’s office received the written, dated request for appeal at this level. The dean will make a final decision and distribute it to all affected parties within five working days after receiving the committee’s recommendation.

Fourth Level: Submission of the Formal Grievance or Appeal to Provost

The party who finds the resolution unsatisfactory may appeal the decision to the Provost within five working days of receiving the dean’s decision. The Provost will hear only those grievances and appeals based on problems of process or concerns of bias, retaliation, or other improprieties unrelated to protected class status and not on differences in judgment or opinion concerning academic performance. Within five working days after receiving the appeal, the Provost may refer grievances or appeals to appropriate bodies or personnel. If the issue is referred to the Graduate Council, its chair will appoint three members of the Council as a Grievance Committee to hear the case and shall designate one of the committee members to serve as chair.

Anyone called upon by the Provost or the Provost’s designee shall submit a written recommendation within 30 days of receiving the case. The Provost is the final authority in the matter and will report the disposition of the case to all involved parties within 30 days of receiving a recommendation from the designee.

Scope of Review

Any University agent charged with reviewing a formal grievance or appeal may gather additional relevant facts if necessary and/or meet with involved parties. The reviewer will base his/her decision on documented evidence.

Deviation from Procedures

These guidelines provide basic steps for resolving appeals and grievances. The steps may vary based upon the structure of the academic unit or the particularities of the situation. The provost or his/her designee may choose to approve or may direct a deviation from these procedures, for example, postponement of a time limit or elimination or addition of a step in the process, in order to ensure an effective and timely resolution.

Grievance or Appeal Record

Documentation in support of a grievance or appeal will be held by the person responsible for considering the grievance or appeal at that stage and passed along to the person responsible for the next step, if any. A record of meetings or interviews must be made and kept as part of the grievance or appeal record as well. The complete grievance or appeal record will consist of the original grievance or appeal, all documentary evidence and all formal decisions made at each step of the process.

Failure to Meet Deadlines

If after a formal grievance or appeal is filed, the University agent charged with review of the grievance or appeal fails to meet any deadline at any stage of the process, the grievant/appellant may proceed directly to appeal to the next higher University administrator in the manner prescribed by these Procedures, subject to the relevant time limitation calculated from the date of the missed deadline. The failure of any University administrator to meet any deadline shall not entitle the grievant/appellant to any relief requested, nor shall such a failure be construed as tantamount to a decision in the grievant/appellant’s favor. Any grievant who fails to meet the deadlines imposed by these Procedures will be bound by the decisions previously made.

* The Provost may refer grievance appeals to appropriate bodies or personnel.

Procedure for Grade Appeals

Scope of Review: Grade appeals must be based on problems of process and not on differences in judgment or opinion concerning academic performance. The burden of proof rests on the student to demonstrate that one or more of the following occurred:

• The grading decision was made on some basis other than academic performance and other than as a penalty for academic misconduct.
• The grading decision was based upon standards unreasonably different from those which were applied to other students in the same course and section.
• The grading decision was based on an unreasonable departure from previously articulated standards.

The chairperson, grade appeal committee or dean may recommend grade changes but shall have the power to alter grades only in cases of clearly established procedural error or substantial capriciousness or arbitrariness in evaluation.

Timeline

The formal procedure must be started within 45 calendar days after the contested decision or grade was officially recorded. The grade appeal process officially begins on the date the Academic Appeal document is received by the faculty member.

Appeal Record

Any appeal must be in writing, dated and headed with the words “Academic Appeal.” Once a formal appeal is presented to a faculty member, it must be presented in its original form at all later levels of appeal, although new statements may be added at any time.

Any evidence and all direct and supporting statements once made, become part of the permanent record of the appeal and must be produced at each level of appeal.

At each level of appeal, a written, dated decision and written reasons for the decision must be provided to the affected party or parties—the student, the faculty member and any person who has rendered a decision at an earlier level of appeal.

Students are permitted to submit evidence in writing. At the discretion of the University, students may be invited to present their appeal in person.

Grade Appeal Process

First Level: Appeal to the Faculty Member

A student will, where possible, attempt to resolve the issue informally with the professor before filing a written grievance. Should attempts at informal resolution fail, the student may wish to file a formal grade appeal. After receiving a formal appeal, the faculty member shall assure that a written decision with express reasons is available or delivered to the student within 30 calendar days. Should the student fail to take further action within seven calendar days after receiving the faculty member’s decision, that decision shall stand. If the student is dissatisfied with the decision or does not receive a response from the faculty member within 30 calendar days, the appeal may proceed to the second level.

Second Level: Appeal to the Department Chair/Program Director

If the student elects to continue the appeal, the appeal goes to the chair of the department or program director if there is no chair. The chair or director shall assure that a written decision or recommendation about the appeal is available or delivered with express reasons within 30 calendar days after receiving the appeal.

If the student is dissatisfied with the decision or does not receive a response from the chair or director within 30 calendar days, the appeal may proceed to the third level. Should the student or faculty member fail to take action on the chair’s decision or recommendation within seven calendar days following its receipt, the accepted recommendation of the faculty member or new decision by the department chair shall be final.

Third Level: Appeal to Dean

If the student elects to continue the appeal after the chair’s decision or recommendation has been received, the appeal may be taken to the dean of the appropriate academic unit (or the dean’s designee) within seven calendar days.

The dean shall ascertain within 30 calendar days whether the appeal procedures at the first and second levels have been duly followed; if they have not, the dean will require that they be followed before taking further action.

The appeals committee shall consist of three faculty members chosen by the dean or the dean’s designee. The dean or designee shall serve on the appeals committee as chairperson without vote. All deliberations of the committee will be closed and confidential.

Faculty from the same department as the faculty member involved in the case may not serve on the appeals committee.

The appeals committee should meet as soon as possible, but no later than 30 calendar days after a written, dated request for appeal at this level has been received and the Dean has ascertained that appeal procedures at the first and second levels have been duly followed. The presence of all eligible committee members (the three faculty members and the dean or designee) shall constitute the quorum.

A written recommendation shall be furnished by the appeals committee and transmitted through the office of the dean to all affected parties within seven calendar days after the conclusion of the committee’s deliberations.

The decision of the appeals committee is final.

Note: There is a separate grade appeal procedure for courses taught in the College of Law. Students with grade appeals in College of Law courses should consult the specific guidelines for academic grade procedures for that unit.
Disclosure of Student Information

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include the following:

1. The right to inspect and review the student's education records within 45 days after the day the University receives a request for access. A student should submit to the registrar a written request that identifies the record(s) the student wishes to inspect. Request forms are available from the registrar. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the registrar, the registrar shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to University officials with legitimate educational interests. A University official is a person employed by the University in an administrative, supervisory, academic, research or staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student, volunteer or employee of a partner organization serving on an official committee, such as an admission, disciplinary or grievance committee, or assisting another University official in performing his or her tasks. A University official also may include a contractor outside of the University who performs an institutional service or function for which the University would otherwise use its own employees and who is under the direct control of the University with respect to the use and maintenance of PII from education records, such as an attorney, auditor or collection agent or a student volunteering to assist another University official in performing his or her tasks. A University official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her institutional duties.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Directory Information

The law provides that “directory information” may be released without the consent of the student. The University of Denver designates the following student information as “directory information:"

The student's name, addresses, telephone numbers, electronic mail and webpage addresses, employer, job title, photographic images, date and place of birth, field of study, full-time or part-time status, class (e.g., graduate, sophomore, junior), participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, anticipated date of graduation, degrees and awards received, thesis and dissertation titles and the most recent previous educational agency or institution attended by the student.

Students may prevent the University from disclosing directory information by submitting a “Request to Prevent Disclosure of Directory Information” form (available from the Office of the Registrar) to the Office of the Registrar, University Hall, G33.

Disclosure

Students may authorize the University to share information from education records with third parties such as parents. Authorizations may be completed online or by completing an authorization form available in the Office of the Registrar.

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to University officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student to the following entities or for the following purposes:

- University officials, including faculty, within the University whom the University has determined to have legitimate educational interests. This includes contractors, consultants, volunteers or other parties to whom the University has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(ii)(B)(2)- (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
• Authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the University’s State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

• In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid or enforce the terms and conditions of the aid. (§99.31(a)(4))

• Organizations conducting studies for, or on behalf of, the University, in order to (a) develop, validate or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))

• Accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))

• Parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))

• To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))

• To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))

• With information the University has designated as “directory information” under §99.37. (§99.31(a)(11))

• A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))

• The general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the University determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the University’s rules or policies with respect to the alleged crime made against him or her. (§99.31(a)(14))

• Parents of a student regarding the student’s violation of any Federal, State or local law, or of any rule or policy of the University, governing the use or possession of alcohol or a controlled substance if the University determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which a student’s education records and PII contained in such records—including Social Security Number, grades, or other private information—may be accessed without the student’s consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education or state and local education authorities (“Federal and State authorities”) may allow access to student records and PII without consent to any third party designated by a Federal or State authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to a student’s education records and PII without the student’s consent to researchers performing certain types of studies, in certain cases even when the University objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State authorities may collect, compile, permanently retain and share without the student’s consent PII from education records, and they may track participation in education and other programs by linking such PII to other personal information about the student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service and migrant student records systems.

**Additional Information**

Questions about these policies and procedures may be directed to the Office of the Registrar at 303.871.3897. Request forms and additional information are available on the web at www.du.edu/registrar or in the Office of the Registrar at 2197 South University Blvd., room G33, Denver, Colorado 80208.
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